

## China diary

Continued from page 13

time to visit the Children's Palace—a grand youth club with everything from model-making and bar football to music and art lessons, ballet, electronics and drama. It is a centre where youth activities and enrichment classes could be offered to about 700 members each day—say 3,500 a week. Ten such palaces serve Shanghai. Clearly they could only accommodate a fraction of all the youth from six to 17, but it is first come, first served. Young pioneers get some preference. Children are strongly encouraged to join, and to do so counts for merit.

Before we leave Shanghai a briefing with Mrs Hua Jingyu, leader of the Shanghai primary and secondary education bureau. Mrs Hua is responsible to the Shanghai City Council but strictly under the guidance of Peking as to priorities and budgeting. Some of the money also comes from the municipality. Education is not free: 26 yuan a year for primary and 42 yuan for secondary, is levied. This has to be seen in relation to the average income of 60 yuan a month—i.e. secondary school fees come to 14 per cent of so of salary, the equivalent of 275 a year for someone in the country on average earnings.

Youth unemployment was occupied much of the discussion in this briefing. Because of the disruption caused by the Cultural Revolution, the labour market has been in chaos. Large numbers of urban youngsters have returned from the countryside. Last year 400,000 jobs were assigned. But this

still left 90,000 out of 140,000 middle-school leavers who had not gone on to post-secondary education "waiting for employment". They will (we were assured) be placed by the end of this year. By 1982 (we were also assured) the disruption caused by the Gang of Four would have been overcome and the drop in the birthrate would have also had its effect.

Sunday, March 9

To the visitor's casual eye, the children look healthy and well clothed, and provide the sentimental traveller in Shanghai's old city with countless canons of pictures from slum life: infant ping-pong on a couple of up-turned pucking cases, hopscotch and other street games, singing, chanting, staring at strangers with goggle-eyes till overcome by shyness.

Health hazards are manifest and though there is evidently much more accessible health care these days compared with a generation ago, there must be appalling epidemics. But there is no obvious begging, no uncients dying in the streets in the mode of Calcutta, remarkably few bearing obvious handicaps and public sores. The poverty of these urban slum dwellers is not much worse than the poverty of the average wage earner.

On to Chengdu—1,800km by plane. Chengdu is the capital of Sichuan province—population 100 million, i.e. 10 per cent of China. Staying at a big, impersonal, slightly crumbling, Russian-built hotel, on the edge of the city centre. A lot of Russian influence from the 1950s—ceremonial architecture; a statue of Mao, five or six times larger than life.

Monday, March 10

First visit is to Chengdu University of Science and Technology formed by the amalgamation of a number of specialised engineering colleges. Again, the early influence had been Russian—Russian buildings, Russian books in the library, Russian equipment (no longer operative) in the factory-museum.

Present numbers about 4,000—plans for up to 6,000 (including 1,200 postgraduates) by 1985. It is a "key" university. Since 1978, (when it was so designated) money has been pumped in—505m yuan in 1977 to 8m yuan in 1980. Part of the interest lay in the fact that the object of a special programme was to assist China via the Royal Society. A British mission led by Lord Todd visited Chengdu following a meeting in London where the deputy head of the Science Academy had said what the Chancellor of Chengdu University of Science and Technology called "an unwritten agreement" that aid would be forthcoming. Since then progress has been slow. The British have only now discovered that Chengdu is off the map and that its standards and facilities are not those to attract ambitious young academics.

A cluster of difficulties stand out—notably the language situation, which may be tackled by some short-term intensive teaching appointments made through the British Council. But there are also difficulties stemming from the fact that, in effect, Chinese universities recruit at an O level standard and incorporate the sixth form work in the university, that the experimental basis of science teaching is weak, and that the laboratory and library facilities leave a lot to be desired.

What would the visiting academics "get" from the exchange? The Chinese had to fall back on the undoubted cultural opportunity for an academic to learn about China. This might not be enough to draw a specialist in chemical engineering or hydraulic engineering, and certainly not unless his students could understand him in English.

Chengdu, March 10—evening.

Students great English visitors with enthusiasm. They sense their opportunity—perhaps their only one to speak to a native speaker. "This is my golden opportunity," one says. "I have learnt English by radio, and by gramophone records" (an unsolicited plug for Lingophone). "You speak English like the record. I have never met anyone who could do that before".

Tuesday, March 11

The obligatory visit to a commune—18km from Chengdu, along a road densely populated—people everywhere, on bikes, in the fields, in the villages, in lorries, pulling carts: one man bent double pulling three vast tree trunks on a hand cart.

We arrive at the Tian Yuan commune—neat, tidy, small dwellings, looking on from one part of the compound to the next. Mrs Zhang Yu Zhen, the young woman deputy head of the brigade (unit) of the commune we are visiting, assures us that it is good, but not especially so. We retain our doubts. Not unreasonably, we have only been taken to institutions which are regarded as models of their kind on far, why not here, too? This is clearly on the visitors' circuit.

After an introduction which dwells on the production record of the brigade, and how the grain yields have been stepped up, it is time to see the brigade's standard. It is 310 hectares, they farm 152 acres collectively plus 20 acres as their own private plots/allocations. They have to meet a production target set by the commune—over and above this they can dispose of their produce themselves.

But it seems the commune is made up of 13 or 14 brigades and must have some 20,000 souls. As well as producing agricultural produce—rice, wheat, vegetables, oil seed, tobacco and pigs—there are also various sidelines based on self-sufficiency: household maintenance, machinery maintenance and repair, product processing, furniture-making



Back streets in old Shanghai.

(bamboo mainly), pots and pans repairs, sewing...

In addition to all this (and probably allied to it) are all the private entrepreneurial activity of the members. Each household rears 3 or 4 pigs each year—worth 100 yuan each. The pigs also contribute to the energy resources. Every household with three or more persons has its own gas supply—methane produced by pig manure which provides heat for cooking. Electric light comes from Chengdu.

Attached to the brigade is a kindergarten and a primary school. We visited these and in the primary schools tried out a few questions on the 11-year-olds. Tudor David, our leader—every group visiting China has to have an official delegation leader—asked the interpreter to give them English sentences to write down in Chinese. They did so on the blackboard with consummate ease in Chinese characters. He also set them a sum to do—gave them five figures and asked them to work out the average. About half did this right. A set of decimal figures to arrange in order of magnitude seemed to raise no problems.

We subsequently learnt that 20,000 or so is exceptionally small for a commune and that some of the services here provided for the members here might normally have to be stretched over a community of 100,000 or so.

Wednesday, March 12—morning

Back to Peking. In the afternoon: to the Summer Palace—the fantastic splendour of the Ching Emperors and Empresses, expanded in the nineteenth century by the Empress Dowager. The richness of the decoration quickly cloyed but the impression is undeniably grandeur—even if it is the grandeur of decadent, dying, despotism.

Thursday, March 13  
Morning—to the Central Institute of Fine Arts for an entertaining encounter with the formal training of Chinese artists. Everything was very tightly controlled—mainly copying from famous models, Classical Chinese painting is much alive and representative, its reproductions everywhere, and its images and symbols dominate the scene. The philosophy of Marxist-Leninism, not a purely self-indulgent one. The artists came to the painting (while it would be studied academically) was criticised because "it is our belief that painting is for the public and must be understandable by the public". Picasso's early work, for example, was praised; his later work, by contrast, was dominated by private ideas and a private psychology. Recently life classes have been reintroduced, signifying an important move away from the rigid puritanism of recent times.

It would be interesting to know how far the emphasis on public and traditional art, and the rejection of personal and experimental forms of expression is Marxist, and how far it is Chinese. It is certainly possible to see the emphasis on traditional images as an abstraction, not a purely self-indulgent one. The artists came to the painting (while it would be studied academically) was criticised because "it is our belief that painting is for the public and must be understandable by the public".

Final briefing with the Minister of Education, Mr Jiang Nandang, the man responsible for an education system of 200 million souls. He gives a cool survey of China's massive problems—reorganising the schools and colleges to mitigate the damage done by recent upheavals. He disposes fairly simply of blinkered comparisons with a Britain where Conservatives dream of restoring selective secondary education. The elitism of the present restructuring is tactical. It simply reflects the reality of spreading minimal resources thinly across a vast network of schools, making all of them incompetent, and a preference for the concentration of effort in centres of excellence. What comes across is a strong pragmatism, and a confidence that for the present phase of Chinese troubled politics, education and the mobilization of technology, are in the driving seat.

Stuart Maclellan

## Next week

- Last of the progressive pioneers? Rosemary Dinneen interviews Dora Russell
- Books: A. S. Byatt on Graham Greene's latest novel; Jo Grimond on the health of world leaders
- John Wain reviews the week's television
- Science Books Extra

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## Hours deal wanted before pay rise

Talks on the Clegg award have run into trouble before they have even begun. The management side of the Burnham Committee wants teachers to agree a deadline on conditions of service talks before concluding a pay deal. The Clegg Commission's report on pay comparability goes to the Prime Minister this weekend. Richard Garner reports.

## Union predicts bitter clash

Local authorities want the teacher unions to sign a blank cheque on a conditions of service deal before settling the Clegg pay rises.

They will tell the union side of the Burnham committee, which meets after Easter, that they want a deadline set on separate talks on conditions of service before signing any pay deal resulting from the Clegg Commission's recommendations.

The commission's report is due to go to the Prime Minister either today or on Monday. It will be published after the two main teaching unions' annual conferences at Easter.

Preliminary negotiations on the teachers' 1980-81 claim for a 20 per cent post-Clegg increase last week ended with agreement by both sides to start a series of four meetings between April 17 and April 25 to settle both claims.

The meeting was dubbed "the most famous ever held" by the National Association of Schoolmasters/Union of Women Teachers (NAS/UTW). The union side, they claimed, should have been obvious from the start it could not agree this year's pay claim without knowing the size of the Clegg award.

However, when Mr John Horrell, leader of the management side on Burnham, hinted he would like a formal commitment on conditions of service—along the lines of evidence to Clegg—to coincide with any pay deal, he was told firmly by Mr Fred Jarvis, general secretary of the National Union of Teachers, that such a deal was "not on". The Burnham committee was constituted solely to negotiate teachers' salaries. The management side anxious to push through an agreement on conditions of service before the voluntary duties is one of the most powerful weapons teachers can use during times of industrial dispute.

Mr Horrell said this week: "My expectation is that when we come to negotiations the two might be concluded at about the same time."

I cannot make a pay offer conditional on the teachers' side agreeing conditions of service but this really will condition our minds during negotiations. After all, we are really the same people negotiating with the teachers on Burnham and talking with them in the Council of Local Education Authorities school teachers' committee working party on conditions of service.

Asked if the management was therefore going to ask the teachers to give a deadline by which time an agreement on conditions of service should be concluded, he replied: "I believe there is absolutely the thing I will be asking for."

NUT leaders this week dismissed Mr Horrell's hopes for such a deal as a "pipe dream" while the NAS/UTW predicted "all hell will break loose" when the issue is debated at its Easter conference at Ilmington.

A draft agreement on conditions of service was sent to education authorities last week. It contains the management belief that it is "not unreasonable" for teachers to be required to work a maximum of 20½ days a year in order to allow authorities to require up to two weeks' in-service training and ensure attendance at pre-term staff meetings. It suggests there should be an upper limit of 195 days on the length of the teaching year. Regulations lay down that schools should meet for at least 400 half-day sessions a year.

It suggests a maximum teaching contact time of 27½ hours a week, at least 24 hours a week for marking and lesson preparation and a maximum of 7½ hours for other professional duties such as parents' evenings and staff meetings, stating: "In practice, we believe that many teachers now work 40 or more hours a week."

Heads of departments and teachers in other promoted posts would have different maximums and minimums, the document says. On which Mr Jarvis said: "I don't think it is going to come to conclusion. The other side is anxious to make progress but it has got to be on the right terms."



Boys from the City of London School on the Victoria Embankment had a day off on Wednesday to raise funds for the National Society for Autistic Children.

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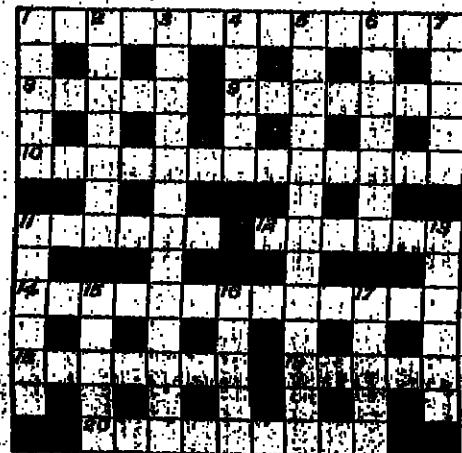
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## Crossword No 1,180



### Across

- Such fairy tale heroine would be called (5, 4, 4)
- These acts for kids (5)
- Possible but not necessary (5)
- 10 The mark of home production (4, 4, 7)
- 11 The name here shows the prescription (6)
- 12 John Wellington (6)

- 13 Lives with doctress (7)
- 14 The final blow for victory in a row (7, 6)
- 15 Gleaned all to attention (5)
- 16 The award of years (3, 3, 7)
- 17 Does this garment hide the undercover agent? (7)
- 18 Form of wood alcohol? (5)
- 19 11:10:00 contest (8)
- 20 Temperamental (7)
- 21 Made by hand (5)
- 22 Six feet second (5)
- 23 Are the consequences of the dilemma? (5)

### Down

- 1 Such fairy tale heroine would be called (5, 4, 4)
- 2 These acts for kids (5)
- 3 Possible but not necessary (5)
- 4 10 The mark of home production (4, 4, 7)
- 5 11 The name here shows the prescription (6)
- 6 12 John Wellington (6)

## Bridge

During last year's suspension of *The Times* a one-off special called *Not Yet The Times* carried a bridge column featuring the eccentric Professor Winkle of the Cut-throat Club. One of the best of all players, Winkle said: "I have six tricks in clubs, this spade lead will give me a seventh, partner will provide an eighth, and I squeeze for the ninth."

After a long and unhappy truce West led a spade, which Winkle foolishly took with the King. He then made the stupendous play of the heart 10, the key card in the whole deal, and West had a problem. He had to assume that this was from 10-4, that East's Ace was singleton, and that he therefore played the 7.

The menace was now transferred to East, who had to assume that he had a singleton spade and was false-leading from 1-10, or even 1-10 in hearts. To play his Ace would be disastrous, so he held off. Winkle now ran off all six winners, including East in five suits and thus secured a 10-0 victory. "This is a spade," Winkle said, "I have just won the Veuve Clicquot Champagne prize for 1932."

It did, however, place Winkle in a devilish spot since he could no longer make his natural opening bid of One Spade. He rose to the occasion with a vision of the game in today's over-naturalistic players. As he explained his Three No Trumps bid, he said: "I have six tricks in clubs, this spade lead will give me a seventh, partner will provide an eighth, and I squeeze for the ninth."

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If opponents have opened, it is very hard for them to bid on; it is also hard for them to find the right lead to the first trick; and you need very little support from partner to make the contract.

Supposing after two passes you have a 5-3, 4-4, D-A & Q & J & C & x. You already have pretty much seven tricks of your contract in one suit, which is very economical. A heart lead would give you an eighth, and partner might even have the heart Ace. I remember that I once squeezed even though West led the right opening lead!

I opened NT after two passes and West led the 3 of hearts. I played the Jack. At 1-10, I had six tricks. Result: plus 920 instead of minus 500.

John Graham

## Parents' right to choose school will be delayed

by Biddy Passmore

The Government's pledge to give parents a choice of school for their children will not come into effect until September, 1981, and it could be later.

A commitment to a "parent's charter" was contained in the Conservative manifesto in 1979 and the promise was incorporated in the Education (No 2) Bill, now about to become law.

But the section which gives parents the right to express their preferences for schools will remain inactive for 18 months. The parents' charter, designed to hear complaints from dissatisfied parents, will also be kept under wraps as the Government's small committee on information about schools introduced at report stage in the Lords on Monday. An amendment was carried which said the work by consultations that have yet to take place. "The regu-

lations will not apply until September 1981, at the earliest," she said. While the delay will displeasure most parents, it is good news for those with handicapped children. The extra time will be used to formulate legislation on the rights of choice and to remove the discrimination in the Bill.

Earlier this month, Mark Carlisle, the Education Secretary, said in his statement on the Warneck report that the Government hoped to have the legislation on parental choice and admissions in the current Bill brought into effect.

That undertaking has pleased pressure groups concerned with handicapped children, who would otherwise have been excluded from the sections of the Bill covering choice of school and appeals procedures. "We must hope that further improvements in this area will be included in the

forthcoming White Paper on Warneck," he said. But I cannot help being a little bit disappointed that the two groups of parents are not being treated in the same Bill. Having two separate Bills is not in our view the best solution."

Monday Thursday—April 3—should be the day on which the Education Bill becomes law. The Bill has already standing in the Commons. It is a welcome step, to remove the discrimination in the Bill, he said, "but this while problem has now been superseded by the Government's statement on Warneck, which will cover all this area."

Mr Peter Large, chairman of the Disabled Income Group, was less sanguine. He regretted that parents of disabled children were still excluded from the sections of the Bill covering choice of school and appeals procedures. "We must hope that further improvements in this area will be included in the





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## On to the nineties —or back to the thirties?

Mr Neil Macfarlane's references to possible future legislation to extend opportunities for combining school and work from 15 upwards naturally caused a stir. His speech to the Secondary Heads' Association (page 8) was of special interest because he appeared to be giving an indication of some of the proposals being canvassed in the DES-CLEA working party on 16 to 19 of which he is chairman.

The so-called Macfarlane Committee is a rather unsatisfactory, huffer-mugger, affair which proceeds on the mistaken assumption that policymaking is the private preserve of the Department and the local authorities. This same arrogant notion led to the plan for transport charges and the rude rebuff in the House of Lords. Only good could come from a more open discussion of the issues which Mr Macfarlane and his colleagues are examining, but this would have to mean a lot more than flying the odd kite at the SHA conference.

Mr Macfarlane linked his reference to early release for part-time employment with the observation that in many parts of the country youth unemployment went hand in hand with a shortage of skilled men and women. The continued scarcity of skilled craftsmen is one of the ironies of the present unemployment scene. It has been so for many years. It is not necessarily due to a shortage of apprentices, though it is true that training is cut down during recessions just when it should be increased ready for when activity picks up.

When the Manpower Services Commission put forward a scheme to finance an increase in apprenticeship training, the employers resisted it on the grounds that in many cases the shortages are artificial; the result of restrictive practices on the part of unions. The unions, for their part, attribute some of the shortage to mistaken pay policies which have led large numbers of tradesmen to quit skilled jobs for better paid work elsewhere. As the Warwick study shows (page 10), policies for vocational training may well already be out of date.

More vocationally oriented education

from 14 onwards may, however, have something to commend it on educational grounds. It might enable some young people to learn more, and realise their full potential more effectively, if they had the opportunity to link their studies more closely to burgeoning job interests. And, especially at a time when young and old alike are worried about employment, this could provide a valuable psychological stimulus.

But it wouldn't do much to solve the problem of skill training unless the larger questions of industrial training are also dealt with with a new urgency. This seems to be one of the most obvious lessons of the whole 14 to 19 debate: there are unlikely to be any adequate educational policies for this age-range unless there is a new deal in industrial training and the personnel management of the under-18s in employment. And as, again, the Warwick study points out, there is a long way to go, and many hours of discussion with employers and educational institutions before any rational certification procedures prevail. It must be hoped that Mr Macfarlane's

committee can put forward some proposals on this, though it seems unlikely, given its frustratingly narrow base. As to more vocational content in school programmes between 14 and 16—a new echo of the Engineering Industries Training Board proposal which received such enthusiastic, if premature, support from Mrs Shirley Williams two years ago—this must raise important questions about "the framework for the curriculum" and the insistence on a common core. Should the common core of required subjects apply all through to 16? Would it not be more realistic to accept that a measure of diversification from 14 onwards is perfectly consistent with a sound grounding in basic subjects, and with specialized further education later on?

There were no surprises in Mr Macfarlane's references to sixth form arrangements in the light of falling rolls. His committee is looking at the possibility of increasing cooperation across the second- and further education divide, and the need to offer more "vocationally-oriented education alongside traditional A-level subjects". But this probably means little

more than looking at, and commending, what is already emerging as good practice.

What was lacking from Mr Macfarlane's speech—as, of course, it is lacking from government policy—was any suggestion for a coherent and comprehensive plan for the 14 to 19 age groups. Needs are being hammered out. A paper from the Education Unit, this week, indicates this should involve a policy covering young people whether in school, employment or, as the Chinese would say, "waiting for employment". (The latter phrase than "unemployed".) It is still a Micaewberish tendency to let current difficulties lead to a policy as the size of the teenage age-group away. What is needed, however, is a few crisis measures like the Youth Training scheme, but a pattern of vocational preparation which finally fulfils the need for continuing education and industrial training, which have so frequently been disappointed since 1945.

It is now some 63 years since the report expressed the necessary idea. In a sense there is only one remedy. But it is a pretty thorough-going nothing less than a complete change of temper and outlook on the part of the people of this country as they mean, through the forces of industry and society, to make of their youth and girls. Can the concept of the juvenile as primarily a learner be replaced by the concept of the juvenile as primarily a worker and the citizen in training? Can it be established that the educational purpose is to be the dominating one out as well as within the school during these formative years 12 and 18?

War-time idealism faded all too soon. Fisher's day continuation schools were stillborn. Butler's county colleges came to birth. Mr Macfarlane's release at 14 to employment and further training would be easier to accept if there were more evidence of a policy for youth as a whole, not just a desultory search for expedients.

## Cuts diverted good women students from teaching

Bert Lodge

As a teacher training in the mid-1970s caused a drop of 24 per cent in numbers of girls with one going into higher education. The number of teacher training places also caused girls to leave at two A levels or more to continue their education, usually degree courses. This drew away from training the very girls with the highest qualifications which were wanted to retain.

A report out today from the Opportunities Commission, which entry to higher education is kept open if only one Government has allowed a one level entry—instead of two—to the Diplomas of Higher Education. It was refused because the Government did not want to pay the report. The report, described as a document, was prepared by Ann Bone, a researcher at the Institute of Educational Studies at the University of London. The report contained in it a view of the author and did not represent the policy of the Government. The report stated that the number of places on three full-time courses amounted to 10,000 in 1970. The number of these 55 per cent were taken up by women. Of the 153,000 places in university, 12 per cent of the remaining 12,000 places in advanced education.

Staff posts rise slightly despite cuts

by Philip Venning

Local authorities have continued to cut teachers, lecturers and other education staff in spite of increasing pressure on them to do more. The latest figures from the Local Authorities' Manpower Watch show that in the first six months of the new Government the number of staff rose slightly (plus the full-time equivalent of part-timers) by 1,000 in England and Wales.

Though some services such as police have increased their numbers, others such as health and education have begun to feel the pinch. Education as a whole has not been unaffected so far. Last year there were 1,000 more teachers and lecturers, and 1,000 more education staff in the country. By September the number of staff was 1,000 more. By December it was back to 1,000 and 426,100 respectively.

Only noticeable change in the number of the year was a 1,000 in the number of staff-school cooks, education officers, cleaners, and other staff. The number of over 7,000 of them was cut. The first time the figures showed a decrease in each category, though these are not the only staff cuts. The number of full-time employees of the Local Education Authorities (LEAs) fell from 11,175 in 1976 to 11,175 in 1977, and the number of part-timers fell from 44,663 to 44,663.

The figures on Monday showed that the number of full-time employees of the Local Education Authorities (LEAs) fell from 11,175 in 1976 to 11,175 in 1977, and the number of part-timers fell from 44,663 to 44,663.

In 1977 the Education Secretary, Mrs Shirley Williams, announced that teacher training intake for the following year of fewer than 10,000 places—not much more than a quarter of the 36,000 intake when the system was at its height.

Although the full impact of the cuts had still to work through the percentage of women in teacher training in 1976-77 had already dropped from 55 per cent to 37 per cent. Many students displaced from teacher training seem to have opted for university degree courses and for technology and engineering or in science, in which girls could offer a few A levels. They were also available in business studies but these courses were unlikely to appeal to girls who had sought out teacher training because of an interest in the liberal arts or the caring professions.

The ROC comments: The re-organisation left fewer colleges that were small scale, fewer rural colleges and no women-only colleges. An opportunity was missed to create colleges providing all levels of teaching, social work, nursery nursing and other "caring" professions. Alternative courses were provided for the better qualified students which teacher training wanted to keep rather than for the students with one A level only, which it did not. The effect on women's opportunities of teacher training cuts. Equal Opportunities Commission, Overseas House, Quay Street, Manchester 3.

## School disputes are spreading

by Sarah Bayliss

Forty schools were closed in Liverpool this week after industrial action by members of the national and local government officers' union, NAGU. A dispute over pay, responsibility and the collection of food and fuel for the school papers in other authorities. Fourteen councils across the country have already settled the dispute locally.

Spreading industrial action nationwide has included a ban on cooperation with outside contractors. In Liverpool this halted all fuel supplies to schools and colleges and 6,000 children were sent home this week.

Inner London schools are threatened with closure on Monday after a decision by the Greater London Council (GLC) to close the National Union of Public Employees in a school kitchen strike over working hours. The Inner London Education Authority "deplored" the action saying that schools, which have been open for two years, are still going on.

Bid to ban caning is welcomed by only one union

The proposal to ban caning and other corporal punishment in primary schools has met with staunch opposition from some teacher organisations. Only the National Union of Teachers has welcomed the initiative by the Inner London Education Authority to abolish beating from February 1 next year.

A report by Mr Peter Newsam, education officer, reveals that parents are also divided on the issue. During working party consultations on the proposal the London Association of the National Association of Schoolmasters/Union of Women Teachers said the issue should be left to individual schools and involved the professional judgement of all teachers about discipline in schools. It is at all levels of the school would change teachers' conditions of service and is taking legal advice. The Assistant Masters and Mistresses' Association shares this view and maintains that the legal status of a teacher in fact parents means he or she has the same rights of discipline and the same duties of care as a school parent.

The London Head Teachers' Association has passed a resolution saying all matters about discipline in schools should be at the discretion of the head teachers. All the associations, except for the NUT's Inner London Teachers' Association, said the abolition of corporal punishment against the wishes of schools concerned would lead to worse behaviour among pupils.

This in the current economic climate. Yet studies had shown that pupils with a manual working class background did less well in A levels. Hence, "by freeing out candidates with one A level only, the reorganisation would make higher education, teacher training and the teaching profession itself, more than ever a preserve of the middle class."

The report points out that Higher National Diploma courses were supported by a mandatory award after 1975 but these were mostly for technology and engineering or in science, in which girls could offer a few A levels. They were also available in business studies but these courses were unlikely to appeal to girls who had sought out teacher training because of an interest in the liberal arts or the caring professions.

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## Immigrant mother tongue teaching 'costing too much'

Doubts on the viability of mother tongue teaching were expressed this week by the chief education officer in charge of the only EEC funded project in Britain to teach children in the language of their parents' home country.

Mr Peter Browning, the CEO of Bedford, asked if mother tongue teaching was desirable or practical or could be afforded.

He was speaking to 70 delegates from Britain and Europe at a colloquium at Cranfield Institute of Technology, Bedfordshire, organised by the EEC to evaluate the Bedford pilot project. This scheme was set up in 1976 following an EEC directive asking how countries to "promote" teaching of the mother tongue. It ends in July, Mr Browning said. The cost implications were substantial. So far the project has cost £150,000 but from next year each LEA will have to contribute to 150 children—less than 2 per cent of the 9,000 immigrant children in the county. There are 70 schools in Bedford.

Quite bluntly, the county cannot afford to continue with the project once the EEC stops financing it," he said. Immigrants who came to Bedford usually intended to stay at the end of the project, providing mother tongue teaching. "It is really to facilitate the possible reintegration of the children into their country of origin," said Mr Browning.

Immigrants who came to Bedford usually intended to stay at the end of the project, providing mother tongue teaching. "It is really to facilitate the possible reintegration of the children into their country of origin," said Mr Browning.

## Poly plan to chop courses shelved for more talks

by Biddy Passmore

The controversial plan to axe two faculties and three departments at the North-East London Polytechnic has been put on ice by the college's governors.

The plan, devised by a working party of the governors' policy and resources sub-committee, and a less drastic alternative drawn up by the polytechnic's academic board, will now go to a special ad hoc committee for further consideration.

The governors' decision means that the joint education committee of the three LEAs controlling the polytechnic will not be able to make detailed decisions on the way the cuts will fall or the long-term development of the institution at their meeting today.

Instead, they will approve the total figures for cuts over the next two years, with the all-LEA plans before them "as illustrations merely".

The local authorities are expected to ask for an overall reduction of £3.7m, of which £1.5m is to be saved in 1980-81 and the remainder in 1981-82. The cut results from this year's reduction in central government funds—"capping of the pool"—a loss which the LEAs have agreed to spread over two years.

The establishment of the new committee seems to be a triumph for the academic board, whose members were appalled by the severity of the original working party's development plan. Implementation of this would have led to the complete closure of the departments of applied economics, mathematics and sociology, many humanities courses and the shel-

ding of 142 lecturers. It had only squeezed through the policy and resources committee by seven votes to six, with all academic board representatives voting against.

Under the academic board's alternative cost-cutting plan, staff reductions would be achieved gradually, by moving from the polytechnic's generous staff-student ratios towards the norms of the pooling committees.

Student numbers would not be limited by staff-student ratios and courses would not be closed while resources were available to operate them. The "organisational" structure would be simplified, chiefly by reducing the number of faculties from eight to five and cutting down on senior staff, such as the ten assistant directors. With a number of other minor savings, the board says these proposals would save the required sum.

The new ad hoc committee will try to establish the basic principles for a new development plan and will report back to the original policy and resources working party, which will then draft a revised plan. Before it could be implemented, the plan would require the approval of the academic board, the governors and the joint education committee.

At last Friday's meeting, the polytechnic's governors told the joint education committee that cuts on the scale envisaged could not be made without substantial cuts in staff and in the teaching work of NLEA, and should therefore not be made.

## Comment

### Mr Heseltine's open season for bureaucrats

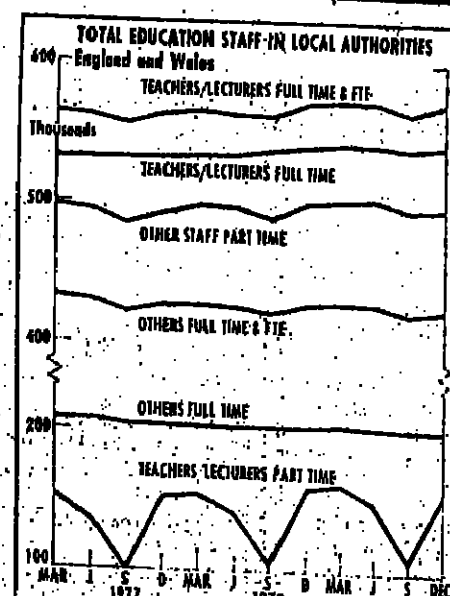
Ever since local government reorganisation there has been a common suspicion that local authorities operate like the Americans in Viet Nam—see every one combat soldier there are at least five back-up troops, serving Coca Cola and writing sociological treatises.

Sir Harold Wilson, while Prime Minister, a famous "tail-wagging-the-dog" speech in which he forecast local services curtailed under the weight of self-propagating bureaucracy.

At the latest figures confirm (page 3), local services in December last year in England and Wales were 541,747 full-time and 158,036 part-time teachers and lecturers supported by 211,405 full-time and 497,962 part-time cooks, cleaners, cleaners and others. In full-time equivalent terms this means that for every four teachers there are three non-teaching staff.

The clear message of these figures, and those for almost all other local services, is that the public spending cuts have not yet had the expected effect on jobs.

As the graph shows, successive public spending policies over the past three years have made little difference to the numbers employed, even though school rolls have been falling. All is still quiet on the front.



These are, of course, totals for the country, hiding the fact that some authorities (not necessarily Tory) have been frugal, while others (not necessarily Labour) have been extravagant. The Education Secretary, Mr Kenneth Robinson, has said that it was his intention to make the spending cuts as it is possible to staff reductions to recommend any level for local authorities. But he has spelled blood, and it looks as if he will not be content until a good few heads start rolling. The Education Secretary has said that it was his intention to make the spending cuts as it is possible to staff reductions to recommend any level for local authorities. But he has spelled blood, and it looks as if he will not be content until a good few heads start rolling.

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### Keeping up the pressure on pre-school

Out this week is a new book, *Nurseries Now* (Pelican £1.55) written by six researchers from the Thomas Coram research unit in London, which tries to set out what is now known about pre-school provision—the need and demand for it, and its effects on parents and children. It shows up the bad effects of the split responsibility between care and education, and describes some of the schemes for "extended day" schemes in schools, and community enterprises.

The figures show the need in 1977, 27 per cent of mothers of pre-school children had a job, and more than half of all mothers take school. The demand is much higher: 73 per cent of mothers of two-year-olds want nursery provision. (Parents are vague about distinctions between day nurseries and state provision to childminders, and that most of their needs.) Britain bumps along at the bottom of the Euro-league table for pre-school provision.

Payroll numbers to stay home might not make all that much difference, though. It is a pity that the government has not yet taken any action to improve the educational chances of working class children.

### No comment

Aquinia, Dante, Elms, Jesus, Mrs Pascal launch a completely new short, readable paperback from Oxford OUP advertisement.

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## NEWS

School cadets on exercises that killed Special Air Services trooper

## Exposure factor: trial by mountain

by Sandra Hempel

Schoolboys have been taking part in exercises similar to the one in which a member of the Special Air Services Regiment died last week. Members of the Combined Cadet Force are frequently sent on "arduous training" courses in bad weather conditions over remote and mountainous parts of the country. Favourite venues for training include the Lake District, Snowdonia in North Wales and the Brecon Beacons in mid-Wales.

Parties of boys aged between 15 and 17 take part in intensive tests which involve finding their way across dangerous countryside, often in two and three days without an adult. Easter is a popular time of year for the exercises and the weather then is unpredictable. Last week the frozen body of Trooper Lawrence Conner, aged 25, was found on Brecon Beacons. He had died in blizzard conditions while on a navigation exercise and was the third soldier to die in two years on the mountains. The Brecon Beacons and Radnor coroner ordered the SAS to review its safety measures after another 25-year-old soldier died of exposure on military training last August.

Mr Tom Hoosen, Conservative MP for Brecon and Radnor, is calling for a Ministry of Defence inquiry. This week a party of 20 cadets and four officers from Liverpool College are on an eight-day exercise in the Lake District, one of the areas of Britain worst hit by snow after a winter of winds.

They will be camping, climbing peaks such as Conistone Old Man, and finding their own routes with compass and maps. The main difference between their course



Trained Army men ensure that the strictest military safety regulations are enforced.

and the SAS exercise is that the schoolboys will always be in pairs at least while SAS men do part of their course alone. Liverpool College also sends cadets to Snowdonia and Brecon Beacons.

"Our courses are always done according to military safety regulations," said Major W. A. Clarke, head of the CCF at Liverpool College. "I spent 30 years in the Army and all the other leaders are trained Army men. Some schools go wrong because they send boys out with inexperienced leaders. We will change our route depending on weather conditions."

The Ministry of Defence issues regulations covering CCF's arduous and adventure training. Schools must submit their plans to district CCF headquarters in order to qualify for rations and expenses. The safety rules are the same as

those for the Army, however, and the schools are given a large measure of freedom in planning and supervising courses.

"Leaders are sent on a training course and have to prove themselves competent," said Major Michael Teale, secretary of the Interscholar Cadet Committee and the Joint Cadet Executive. "The fact that it is a military exercise, however, is not totally relevant because the boys remain the responsibility of their headmaster."

Groups of between six and eight boys from Lancing College in Sussex go out on arduous training exercises. The usual camp is at Easter in Snowdonia and the aim, according to Mr Ronald Belam, head of the Army section of the school's CCF, is to teach boys "to sort out their own crises". The main difference

## NEWS

Strong views are held about the Equal Opportunities Commission. Feminists call it a paper tiger, run by "token" people from different sides of industry and the political spectrum which, they say, has produced less in its four-year life than the National Council for Civil Liberties does in 12 months.

Male chauvinists—or whatever you call the opposite of feminists—find it annoying and superfluous, admitting an Act which is equally pointless and championing silly causes like a schoolgirl's right to play club-level football and women's right to stand in El Vino's wine bar with men. The truth is somewhere else.

The commission has had its low points. Until fairly recently its education section was a mess, following the unceremonious treatment of the principal education officer, Dr Helen Byrne, who talked out of turn to the TES and eventually resigned to work for the Common Market.

With the passage of time, however, indecisiveness is giving way to a growing sense of direction, particularly in education. This section was saved from virtual extinction in November 1978 by the appointment of Will Knowles, the former head of an experimental community primary school in Rochdale, as its principal officer.

Sadly, he has now gone on to greater things—he is one of the EOC's principal officers—and his place has been taken recently by his deputy, Linda Carr, another former teacher and now-time assistant director of an adult education centre in Sheffield.

A questionnaire went out to every L.A. in the country asking them whether they had issued guidance for schools on sex discrimination, whether they were running in-service training on the subject and, if they were not, whether they would like to talk about it.

The response was poor and came mainly from the more go-ahead authorities, but the EOC gained several things. First, it set up an in-service



The efforts of the Equal Opportunities Commission are reviewed by Lucy Hodges

## Dressing equality in pragmatism

training course for 14 local advisers from different authorities and hopes they have gone away to do the same things in the towns and shires.

Second, it revealed the dismal lack of action following the 1975 Sex Discrimination Act. The HMI survey on the curriculum confirms this. Half of all L.A.s give formal guidance to schools on what the Act means for the curriculum, 17 per cent give in-service training for teachers or administrators and 15 per cent monitor that the law is actually being carried out.

The commission decided to take the matter into its own hands. Last

year it issued a snappy little booklet, complete with pictures of boys using sewing machines and girls playing with Meccano, to every primary and secondary school in the country.

Indeed, *Do You Provide Equal Educational Opportunities?*, it asks teachers a long list of questions about the way they treat their pupils and says it is worried about two things in primary schools: the way girls do needlework whereas boys do that and more, and the lack of science at this level. This is particularly important for girls, it suggests. In secondaries the issue

is, again, about closing off opportunities for boys and girls at an age when they do not realise the implications for jobs and qualifications.

For these reasons the commission has recommended, in one of its most radical moves so far, that the Education Secretary should require all L.A.s to prepare an Equal Opportunities policy statement or make sure that every school does so.

There has been no reaction yet to these ideas from the DES and the commission plans to draw up its own Equal Opportunities policy for schools if the silence continues.

In-service training is seen as the key to change and last week the commission published a sourcebook to help teachers set up in-school training courses. Another questionnaire has gone out to universities, polytechnics and colleges asking whether sex discrimination is included in teacher training courses. Again the results were patchy.

It is in the curriculum area that the commission has most wanted to bring a case. It would be easy to prove and would have far-reaching results but complaints are few and far between and can usually be solved without reaching for the long arm of the law.

The EOC has, however, taken to publicising its successes in curriculum change. In Strathclyde it found girls were not able to do technical drawing in the second year so it went into action, won the argument and told the world what it had done. From now on the council will inform the commission of the number of boys and girls doing technical subjects each year.

Two other investigations, which come under the "employment" heading but concern education establishments, are also under way. One is into promotion and recruitment at North Gwent College of Further Education in Ebbw Vale where only two women have ever been appointed to lecturer Grade 11 since 1962, and no woman has ever risen above that.

The other inquiry is into teachers' promotion at the Sidney Stringer School and Community School in Coventry. Both should be finished in the autumn this year. In the latter case the commission received complaints from 40 women at the school. In the former, four women complained but the rest of the staff support them.

It has also issued some useful guidelines on secondary organization covering selection and other points which it would like the DES to use as the basis for a circular to local authorities. It does not look as though this will happen, but so long as the commission is banging on doors, the authorities will at least find it difficult not to listen.

## EEU unit calls for end to split responsibilities for the 16s to 19s

by Mark Jackson

The Further Education Curriculum Review and Development Unit is pressing for a national agency to coordinate all provision for the 16 to 19 age-olds.

The unit, which operates from the Department of Education and Science but reports independently to the Education Secretary, has already called for an overall framework for the age group in its *Report on the Curriculum for the 16 to 19 Age-Group*.

This week it used the invitation to comment on another consultative document to criticise the present fragmented responsibilities for the young unemployed, displaced workers in jobs, and for those in full-time education.

The consultative document, *A Better Start in Working Life*, contains proposals for a "traineeship" period for all school leavers taking jobs without apprenticeship. It was issued jointly by the Education and Employment Secretaries "just before the last election, and the present Government is still considering whether to pursue its proposals."

While generally welcoming the idea of vocational preparation for young workers set out in the document, the ECU in its 70,000 word report strongly criticises the narrowness of the DES/DES approach, and argues that the idea of vocational preparation should be extended to the whole age group. It also repeatedly rebukes the consultative paper's authors for appearing to see vocational preparation as being directed towards developing skills specifically related to the needs of a particular job rather than general transferable skills and the development of the young workers concerned.

The ECU sets out the basis for an overall approach to the curriculum covering youngsters at work, in schemes for the unemployed, and in full-time education. It makes it plain that it thinks the DES should be getting on with working out a matching approach to the structure of training and education.

The ECU endorses the suggestion in the consultative paper that some national machinery should be set up to advise on vocational preparation, but argues that it should have a responsibility for coordinating pro-

vision for the whole age group rather than being purely advisory. Otherwise, says the ECU, the responsibility will continue to be fragmented between different agencies.

An evaluation of the pilot schemes for the Unified Vocational Preparation Programme, the scheme for young workers on which the consultative paper proposals are based, is published next week by the National Foundation for Educational Research.

The NFER study, sponsored by the DES and the Manpower Services Commission, who are jointly responsible for the programme, says that the pilot programme was a success although it only recruited 3,000 of the 4,000 youngsters whom it aimed to get.

The report claims that employers, tutors and organizers as well as the trainees themselves were generally satisfied, to have taken part in the scheme.

*Unified Vocational Preparation: an evaluation of the pilot programme.* NFER Publishing Company, Darville House, 2 Oxford Road East, Windsor, SL55P.

## Oxbridge admits more women

by Biddy Passmore

Latest admissions figures for Oxford and Cambridge Universities show that the proportion of women accepted has risen over the past five years but is still some way short of the national average.

Women will form 35 per cent of the total intake to Oxford in 1980, compared with 25 per cent in 1975. At Cambridge the proportion of women accepted for places has risen from 19 to 30 per cent over the same period. But the proportion of women accepted nationally last year was 40 per cent.

The proportion of women is higher at Oxford because more of the colleges have become mixed. Only one male Oxford college, Oriel, is still holding out against female admission. A further two, Christ Church and New College, have finally given in and will take both men and women this autumn.

Although three men's colleges at Cambridge—King's, Clare and Churchill—were the first to allow women to go to college, in 1972, Cambridge colleges generally have been slower to open their doors to the opposite sex. This autumn, five men's colleges will still be all-male: St John's, Corpus Christi, Magdalene, Pembroke and Trinity.

Once again, candidates for Oxford direct grant and independent schools have been highly successful in getting into Oxford.

Cambridge. They account for 50 per cent of the candidates accepted in 1979, and 48 per cent in 1978. At Oxford, a success rate of about 50 per cent in both years. The proportion has not changed very much in five years. In 1975, 49 per cent of successful Cambridge applicants were from independent schools, compared with 48 per cent at Oxford.

As Oxford, the success rate for candidates who have attended preparatory schools for all or part of their last six years is only 36 per cent.

## Geography and the environment in FEMI report

by Bob Hoyle

The Government's Framework for the Curriculum places more emphasis on the importance of geography. The Government will mean that geography will be taught and taught well.

Commenting on the Government's discussion document on the key elements of the curriculum, the association asks what the subject achieves for the Government's stated aim of "helping pupils understand the world in which they live and the interdependence of their various groups and nations." The geography

The FEMI Framework document, A Framework for the Curriculum, is also attached to a "good intentions" document, *Geography in the Curriculum*, which the association believes should be read.

The association argues: "We do not accept the FEMI suggestion that geography is only one of the subjects in the area of social and environmental studies, to be included there as an especially strong case for the subject to be history." It is not helpful simply to present in isolation the case for the inclusion of history in the core for all pupils.

"Geography is widely recognized as having an important contribution to make to the education of all pupils up to the age of 14, and

only English, mathematics and science were more popular as examination subjects.

Because it was being taught successfully and did not, in DES parlance, give rise to special problems, its contribution was being undervalued.

"Geography more than any other subject in the curriculum prepares pupils for life in a rapidly changing environment." The Schools Council's "Geography for the young school leaver" was more popular than any other council project, the association says.

"The Geographical Association is deeply concerned that the secretaries of state have been unaware of the strength of the subject and its present distinctive role in the education of pupils of all abilities."

## How one small step forward in a Camden school could become a giant step forward for mankind.

Bengali, Chinese, British, Indian, Spanish, Greek and Turkish, Cypriot... children in this class at St. Michael's School, Camden, from many backgrounds. And how they have brought their experiences into the foreground—exploring and enhancing differences and similarities in food, writing, dress, religion, music and art.

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Celia Hoyles, Course Tutor, Department of Teaching Studies, Polytechnic of North London, Prince of Wales Road, London NW5 3LB. Tel. 01-607 2785, Ext. 4018 or 4000.

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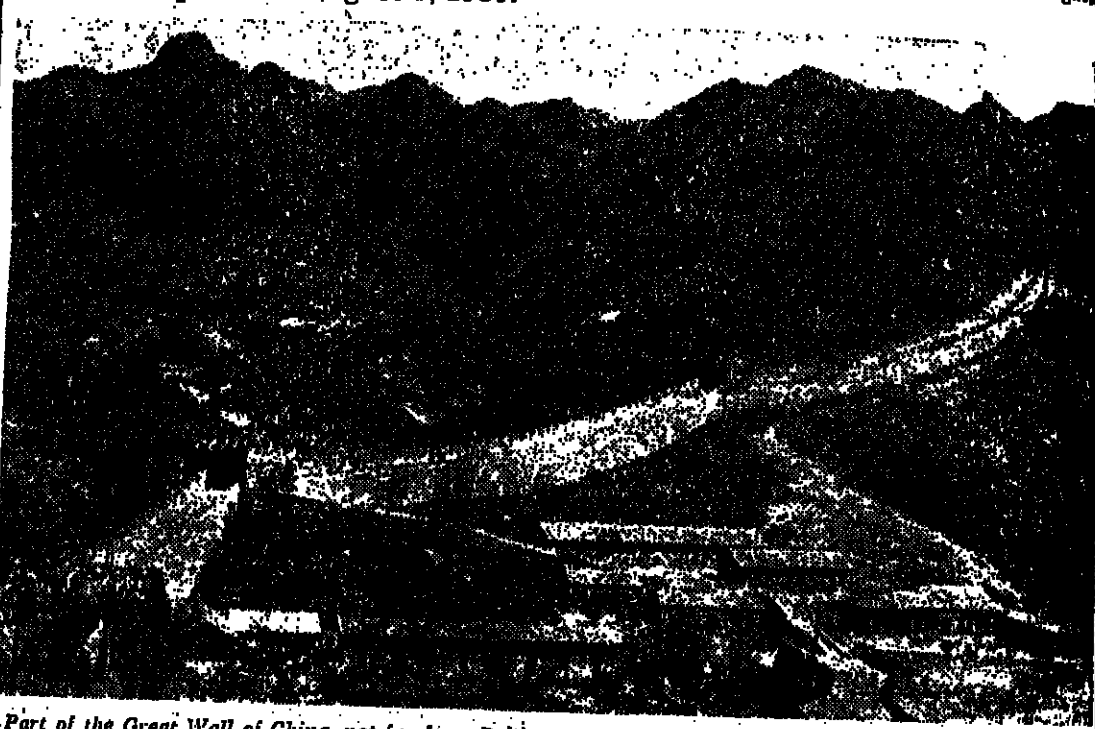
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## TES travel offer

## The China experience

The Times Educational Supplement is arranging a 17-day visit to China, in conjunction with Lunn-Poly. The tour will cost £1,208, and will visit Peking, Shanghai, Hangzhou, Canton and return home by way of Hongkong. It will include some visits to schools and universities. A knowledgeable Lunn-Poly escort will accompany the party and the services of an interpreter will be available throughout. The tour departs on August 3, 1980.



Part of the Great Wall of China, not far from Peking.

Stuart MacLure writes: I have no hesitation in recommending this offer, though I must hasten to add that I have not travelled this route and cannot give a first-hand impression of the hotels outside Peking and Shanghai. But China lives up to its reputation as a country unlike any other you're likely to have visited; the total impression it conveys is vivid and highly distinctive. The street scenes, the way people dress and move, the endless cups of tea, the architecture, the art, the images which recur, the customs and attitudes—all combine to leave the curious traveller with an experience to look back on with wonder. You begin to understand why China has exercised such a fascination for the West for so long.

Do not expect luxury hotels. Your accommodation should be clean and comfortable—including a reasonable bathroom—but the building itself may be a Russian-built barn of a place, and lacking in charm. Having issued that warning I should say that the hotel I stayed at in Shanghai was very good indeed. The food, I thought, was both interesting and tasty. It was also likely to be better in restaurants than in the hotels. The Chinese eat early—you usually need to start to eat by 6.30 pm. The hotels which receive foreign visitors offer a Western menu as an alternative to the Chinese; only the most given will fail to go "ethnic". Beware sea slugs and ducks' feet—more on aesthetic than gastronomic grounds.

As for sight-seeing, China is one of the most exciting countries for the independent traveller. The Great Wall is a great sight. The Forbidden City is an oriental Versailles set down in the middle of a capital city. Shanghai is full of history—some of it very messy indeed and highly creditable to the barbarous Westerners. At every turn, your guide will point out the something of

will be met by your English-speaking guide. Transfer to hotel. In the course of the stay in Peking, there will be the opportunity to visit Peking University and the Foreign Language Institute.

Day 3: Visit the Great Wall of China, Ming Tombs and the Temple of Heaven.

Day 4: Today you will be visiting the Forbidden City.

Day 5: Fly to Shanghai.

Day 6: Visit the Bund and then a city tour. Visit the old city with its craft shops, famous tea-house on a lake, and the Yu Yuan Gardens. You will also be visiting a teachers' training college in Shanghai and a middle school.

Day 7: Visit an acrobatic theatre and take a river tour. There will also be opportunities for you to visit a middle school and a children's palace.

Day 8: Morning free. Train journey to Hangzhou.

Day 9: Visit the Dragon Wall Tea House. Visits have been arranged for you to see the children and in their primary school.

Day 10: The town of Hangzhou is on the eastern shores of the legendary West Lake set against a backdrop of gently rolling hills. The pleasure boat with a stop at the Three Pools which mirror the Moon. You will also see some of the most ancient and famous temples in China, the Lingyin Temple.

Day 11: By air to Canton, a cosmopolitan city in China.

Day 12: To Foshan to visit its ancient potteries and a temple. City tour for some shopping with a stop en route to visit local primary school.

Day 13: Leave China by train to Hongkong.

Day 14: Excursion to the New Territories. See the floating market in Hongkong.

Day 15: Hongkong island. In the afternoon last minute shopping.

Day 16: Fly back to London.

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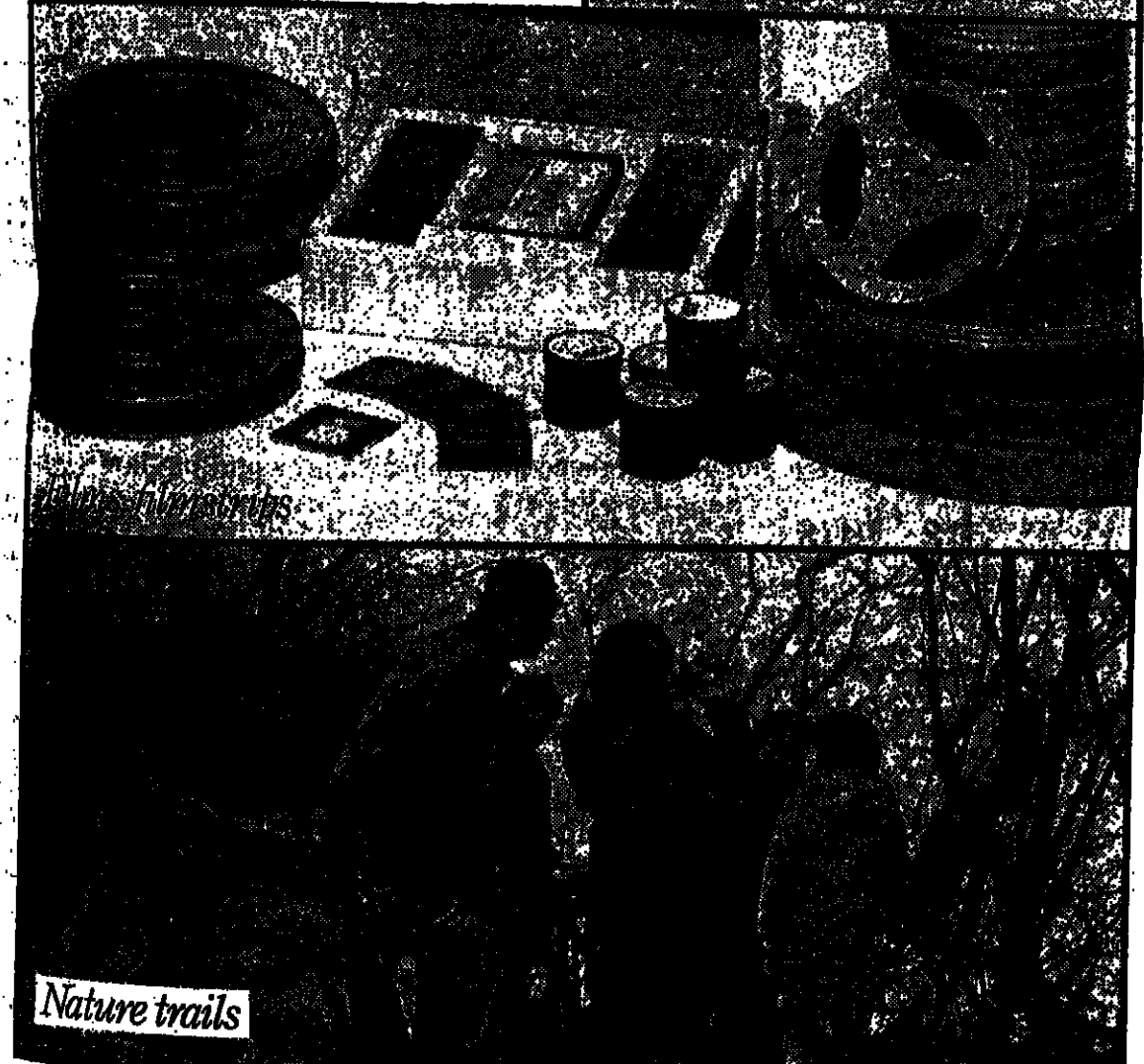
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## OVERSEAS NEWS

Australia

## Russia to get cultural cold shoulder?

by Bill Purvis

SYDNEY The Government has asked all Australian universities and colleges to suspend private academic exchanges and visits with the Soviet Union.

All Government-funded exchanges have already been stopped as part of Australia's diplomatic response to the Soviet intervention in Afghanistan.

Now the Government is asking tertiary institutions to suspend even private academic exchanges as part of the policy of cutting all cultural links with the Soviet Union.

The Federal Minister for Education, Mr. Wal Fife has written to the Vice-Chancellor's Committee, Principals' Council, and the University Councils, asking them to suspend all private academic exchanges.

Only about half a dozen of Australia's 19 universities will be seriously affected by the Government move. Two in particular are the Australian National University in Canberra and the University of New South Wales in Sydney.

The ANU has several privately organized exchange programmes for academics in various disciplines, and the UNSW has the largest school of Russian in any Australian university.

The Federal Government provides the bulk of the funds for Australian universities. At a time when the Government is cutting its own budget, it is in the form of a suggestion.

West Germany

## Employers escape levy for more training places

by David Dungworth

The Government has decided not to implement the training place levy on employers during the current year. The levy is a rise in the number of training places in 1979.

Under 1976 legislation the Government has powers to impose a levy of 0.25 per cent of the wage and salary bills of all commercial and industrial undertakings with more than 20 employees in any year in which the supply of training places does not exceed the demand for them by at least 12.5 per cent.

The funds raised in this way are used to subsidize those firms which train young people for any of the 400 trades recognized by the Federal Ministry for Education and Science.

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United States

## Teacher unions pick men and deploy manpower in race to White House

by Clive Cookson

WASHINGTON The NEA has 1,800,000 members and is the most active and successful union in the 1980 presidential campaign.

So said a recent statement by the National Education Association, the biggest teacher organization in the United States.

To boost eight months before the election that you are the "most successful union in the country" the NEA is perhaps premature, but it is not alone in its assertion that the NEA is the largest union in the country after the teachers—the most politically active.

The NEA endorsed Jimmy Carter in 1976, after he promised to spend more on education and create a separate department of education in the Federal Government, and afterwards it claimed that its support and its members' help in the campaign was a critical factor in Carter's narrow victory over Gerald R. Ford.

President Carter did indeed persuade Congress to set up a Cabinet-level education department and, at least until this year's cuts in government expenditure, he has increased the federal education budget, so last September the National Education Association became the first union to endorse him for reelection in 1980.

The timing was marvellous. The NEA endorsement came at the moment when Mr. Carter's standing in the public opinion polls stood at its lowest point.

Thereafter the association gained the maximum political credit and the White House for coming to the President's help. Since then, of course, the NEA has enjoyed the maximum political credit and the White House for coming to the President's help.

The NEA is better placed to help Mr. Carter than the AFT, because its membership is not only three times as large but also far more evenly distributed around the country.

The AFT is very strong in cities but unlike the NEA, it is usually unrepresented over most of suburban and rural America.

Federal election laws place limits on financial contributions from candidates, and union political committees are not allowed to go beyond the primary campaign, which is less simple in the United States than in Britain, where the main help unions can give is door-to-door canvassing and generally helping to bring out the vote.

The complexities of the election laws in many states put a premium on the use by the teacher unions of their members' professional skills as educators and communicators. This is particularly true in the states where delegates to Democratic and Republican caucuses are selected by caucus rather than by primary elections.

In Iowa, where the first presidential caucuses were held, the NEA claimed that 16,000 teachers took part in 2,500 separate caucus meetings. In Maine NEA women took the lead in organizing Democratic caucuses in rural areas where the party organization was unable to do so.

Of course, the unions try to get their own members elected to the delegates to the conventions. The NEA had 172 members at the 1977 Democratic national convention and it is likely to get more this year. The party's new "affirmative action" rules require equal numbers of men and women delegates at the 1980 convention.

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On the other hand the American Federation of Teachers, the NEA's chief rival, has endorsed Senator Edward Kennedy. President Carter's chief rival for the Democratic presidential nomination, the AFT president Albert Shanker did not finally announce his union's endorsement of Mr. Kennedy until last week, although the 550,000-member Federation has been leaning in the Senator's direction for several months and many of its state and local affiliates had already declared their support for him.

Mr. Shanker's announcement came as Teddy Kennedy's campaign was running into deep trouble, and it did not produce an instant turn-around in the Senator's fortunes. Two days later he lost by a two-to-one margin in the Illinois primary, and political commentators have virtually written off his chances until 1984.

The AFT opposes President Carter because it did not want education, which is not primarily a federal responsibility, to be "isolated" in its own department. It is immediately, the union is strongly opposed to the President's plan to attack inflation by cutting federal expenditure, including the education budget.

Details of the cuts have not yet been announced, but the new Education Department is reportedly in line for a \$900m reduction in the \$15.6b 1981 budget proposed in January.

Mr. Shanker said Senator Kennedy is clearly the only candidate in this campaign who has addressed the critical issues of education, health and human services generally.

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## OVERSEAS NEWS

Egypt

## Egypt gets to grips with skill shortage

by Hilary Wilce

The new buildings of the Zawia el Nagara technical teacher training college, taking shape in a dusty desert of Cairo slum clearance, point the direction of Egypt's educational development.

As yet there is no electricity and no heavy machinery in the workshops, but already more than 200 five-year students are training with hand tools in their specialist areas of textiles, metalwork and the decorative arts. In time the five-year college will have 1,000 students training to become teachers in the country's burgeoning technical sector.

Vocational training is getting a major push in Egypt, helped by foreign aid which is coming into the country in increasing amounts. It is the value of the recent Egyptian peace agreement.

The chronic shortage of skilled manpower, allied to problems of overcrowded university campuses and underemployed graduates, have made technical education an urgent priority. Zawia el Nagara is just one part of a network of technical schools and higher institutions being established or upgraded throughout the country.

Between 1971 and 1977 the number of pupils in technical schools jumped by 49 per cent, and technical education has been given more than half the budget for more than half the country's population.

Salaries are low and 30,000 Egyptian teachers are of necessity working in other parts of the Arab world. (The country's largest foreign exchange earner is the huge expatriate labour force which remits the equivalent of £1.8 billion a year.)

At home most teachers need to have second jobs or give private tuition to survive. A primary school teacher starts at £225 (£19 a month), while a secondary school teacher starts at £335 (£26 a month).

At present only about half of all 13-year-olds continue to middle schools, while a third of 16-year-olds enrol for secondary school of one sort or another.

These are divided into general, academic schools and various kinds of technical schools. Six of these technical schools are now being upgraded to five-year institutions designed to turn out technicians rather than skilled labourers.

Egypt's educational planners are more than action on changing the university admissions policy. Admissions are on a pecking order: those with the highest marks take up medicine; those with the next highest marks study

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New Zealand

## Bishops' move puts pressure on for integration

by Lindsay Hayes

WELLINGTON A Government pledge to speed up the integration of Catholic schools into the state education system has been given a boost by the Catholic bishops' move to integrate their schools without actually integrating.

Under the Act, the Government meets the total salary costs in integrated schools.

However, the Catholics have cautioned that unless their financial problems are solved, there will be few schools left to integrate.

Two of the 325 schools managed by the Catholic Education Society of New Zealand, the Auckland

Diocese, have already rejected a call for the Government to pay the full salary bill, claiming that the Private Schools Conditional Integration Act of 1975, by giving the Catholic schools the benefit of integration without actually integrating.

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Egypt

## Egypt gets to grips with skill



# North East is programmed to adapt

Sir,—Your editorial on microelectronics (March 7) and microcomputers in education really cannot go unmentioned.

As one who has been deeply involved with the development of computer education in Durham County (situated in the North East) I feel I must reply to your comments which imply that the world ends at Birmingham's Bull Ring and that no one is doing any serious work in educational computing elsewhere in the United Kingdom.

Computer studies became an established subject in a number of Durham schools many years ago, with the result that Durham probably has one of the largest Group CSE Mode 3 computer studies schemes in the country (with more than 20 schools participating).

This development is backed up by a solid support structure including:

- (1) Teaching materials supplied by the county in any school establishing the subject.
- (2) College computer centres offering postal programming services, visiting facilities and similar services to local schools.
- (3) Computer education resources centre based at New College Durham, offering advice, information, books, and other teaching materials to teachers.
- (4) Durham County Computer Advisory Committee. Chaired by the deputy director of education, this committee meets three times a year to ensure that developments in the county take place on a well-informed basis.
- (5) Computer studies group consisting mainly of teachers of computer studies in schools.
- (6) Curriculum development working groups developing schools software, teaching materials and reviewing resources currently available in this subject.
- (7) In-service training courses in computing have been taking place for many years and this is reflected in the fact that Durham schools have a number of teachers who are capable of teaching the subject.

(8) Conferences have been regularly staged in the county to keep teachers up to date with current developments.

(9) Educational Computing Newsletter is a recently established means of informing Durham schools of developments inside the county and elsewhere.

(10) Links with organizations, establishments and individuals elsewhere in the county enabling the L.E.A. and its teachers to keep abreast of the overall development pattern in this country.

(11) The CODE scheme (Computing Organisations Directory for Durham), a schools/industry link scheme in computing, which has been established in Durham and in which 53 organizations (industrial, educational and governmental) are participating.

(12) "Computers in Education" options have been written into the BEd (hons) and the M-Service BEd (hons) degrees offered by the Faculty of Education, New College Durham.

In 1978, 1,082 candidates entered for CSE computer studies with the North Regional Examinations Board. Eleven examining boards in other parts of the country received less candidates and a virtually identical record is reflected in the 1979 examination statistics.

While I accept that there is no room for complacency and that much can still be done to improve the quality of the above information, hardly less than a poor track record in the North East in general and Durham County in particular.

The advent of the microcomputer is yet another example of this. It would seem that the measure of a school's success is taken solely from the number of computers purchased and installed in schools, judging from your editorial in this issue.

In fact, your editorial in this issue, which states that Durham schools have a number of teachers who are capable of teaching the subject, is a very good example of the kind of thing that can be done to improve the quality of the above information, hardly less than a poor track record in the North East in general and Durham County in particular.

fare badly by comparison.

However, the approach taken in this county over the past three years has been to investigate matters fully and make recommendations on the basis of the findings rather than to embark on a general "buy now, ask questions later" policy. For this reason Durham Microcomputer Project (DuMCP) was established by Durham County Education Committee to study the use and suitability of microcomputer equipment in just two secondary schools (as such it was probably the earliest formal investigation of its kind). A substantial report on the progress and findings of Durham Microcomputer Project has recently been completed and is now, fortunately, available. Secondary schools in the county are now beginning to order equipment (or not) on the basis of the observations and recommendations of this report. Hopefully they will avoid many of the problems and pitfalls experienced within DuMCP and consequently their self-restraint over the past two years may be rewarded by the more satisfactory outcome that is bound to result from a well-informed approach.

D. K. SLEDGE,  
D.P. Fellow (Computer Education),  
Director,  
Durham Microcomputer Project.

Sir,—I feel I must protest in the strongest terms at the total ignorance of computing developments in the North East shown in your editorial of two and a half years ago, published on March 7. Your references to "backsliders" and to "parts of the country with a poor record (such as the North East)" are without foundation.

Your misconceptions might be more understandable if there had been only recent developments in the region, but this is not the case. My own college, Sunderland Polytechnic, has been providing computing facilities and courses for local colleges and support provided by local advisers and their authorities are the equal of any other area in the country and better than most.

T. W. RAKER,  
Senior Lecturer in Mathematics and Computing,  
Sunderland Polytechnic.

In the summer of 1979, Sunderland Polytechnic installed an ICL 2950 linked to two HARRIS mini-computers and DEC PDP11-40 at a cost of £450,000 and these facilities are available for use by schools at no cost.

I have been attending conferences on computer education since the late 1960s and, with the exception of those areas mentioned in your editorial, the facilities offered by local colleges and support provided by local advisers and their authorities are the equal of any other area in the country and better than most.

T. W. RAKER,  
Senior Lecturer in Mathematics and Computing,  
Sunderland Polytechnic.

# Clegg: just a waste of time

## Community homes keep up links with local services

Sir,—I refer to the Clegg report (TES, March 14, 1980, p. 3).

First, under the column "rent median pay", Scale 4 is given as £728, which is the maximum of Scale 4, not the median. The median Scale 4 is given as £676, which is the correct figure.

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# Open awards: the irrelevant discount

## Measure of fairness

Sir,—Bruce Choppin (Platform, March 14) makes a number of points about the technicalities of a common grading system for the proposed new 16-plus examination. Unfortunately, the problems are more complex than he indicates and his claim that a solution is "well within our technical ability" is misleading.

The central issue in calibrating the marks obtained on different examination papers is one of finding some means of establishing a common measuring scale whose values can be marked off against the separate mark scales for each paper, thus allowing a linking of marks across papers. Some common means of establishing a common measuring scale have been taken by all candidates, different groups of whom then take different optional papers. The marks on these optional papers are then equated via their relationship to the common paper. This method, however, is now recognized as unsatisfactory since it relies heavily on two assumptions: first, that the marks on the common paper maintain a constant statistical relationship to the marks for each optional paper and second that the common paper does not favour or penalize any one of the groups taking the optional papers. These assumptions are generally not met and indeed one would expect them to be true only if the optional papers and the common paper were all reflecting the same attainments in the same ways.

No purely technical solution of mark equating is really feasible and the Rasch model advocated by Choppin certainly cannot help, even if it could be extended to cover the diverse assessment methods (orals, practicals, projects, coursework and so on) used in British examinations.

Another approach, used extensively by GCE and CSE boards in cross-moderation studies of standards, employ experienced examiners to calibrate performance on different papers. The difficulty with this approach is that their judgments are subjective; examiners will differ on the relative merit of responses to the different papers. A recent review by Barrell, Forrest and Shoemith (*Comparability in GCE, 1978*) gives a good discussion of these issues. They conclude by suggesting that, although the cross-moderation procedure has problems, it seems the most fruitful way to proceed. This is a statement with which we would broadly agree. Choppin makes no reference to this body of work, and instead claims that comparability "is not a real problem" but one which is amenable to a simple technical solution. Such a simplistic view seems dangerous to us and we would hope that very careful consideration is given to this issue by those responsible for developing the new examination.

PROFESSOR H. GOLDSTEIN,  
University of London,  
Institute of Education.

PROFESSOR D. L. NUTTALL,  
Faculty of Educational Studies,  
The Open University.

# Gentle regression

## Working for real

Sir, I have read the Cambridge admission statistics for 1979 and I am disturbed.

When the proportion of conditional offer admission for men falls from 19.5 per cent in 1976 and 22.8 per cent in 1977 to 17.4 per cent in 1978 and 14.7 per cent in 1979, there must be serious doubt as to the validity of the assertions so often made by college authorities on their hopes of attracting applicants from comprehensive schools and of all kinds from all over the country.

Those of us who have, since the mid-sixties, applauded the slow but steady growth of conditional offers at Cambridge and the more recent conversion of Oxford, view the current developments with much concern.

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# Ups and downs of engineers

Sir,—So much for Sir Monty Finston's recommendations for enhancing the status of the professional engineer when we have Professor Hugh Clegg's consultants recommending that they be downgraded (ie if they are employed as college lecturers).

Lecturers (grades 1 and 2) are purposefully recruited from industry and commerce: they're people who have fully qualified, and subsequently served times as professionals in their particular disciplines before taking up educational appointments.

It is already extremely difficult to recruit good engineers for lecturer posts because of the poor comparability of salaries with industry and if the best survey recommendations of Professor Clegg's consultants are considered seriously in this country will be taking a very large retrograde step.

Yours faithfully,  
C. J. BEMMERT,  
Bryl College of Technology, Kent.



"Looks like the head's still debating that dubious penalty decision..."

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## Put the emphasis on 'science', not 'domestic'

Participation in the school over the years, I cannot think that these universities would class me as an unstable candidate in relation to my reference.

Many universities may claim that they do not discriminate even in the "cooking science", but with these facts and many known duplicates, it can be suggested that the "cooking science" is a vast quantity of detail and work required in all aspects of this science, from the chemical complexities of the amino acids, the manufacture of house-purchase, the petroleum through to the physiological knowledge of cardiovascular processes in food and yes, even to what happens to food when cooked; and these just a few topics that are being taught.

I am studying two advanced subjects, chemistry and the aforementioned subject, and I therefore only applied to those universities who stated they would accept two advanced levels for my chosen courses. Nutrition, however, finding five months later, I was told from Queen Elizabeth College, London, that they would accept two advanced levels for my chosen courses. I am studying two advanced subjects, chemistry and the aforementioned subject, and I therefore only applied to those universities who stated they would accept two advanced levels for my chosen courses.

# Breathing space for Corby

Sir,—With reference to your article "Corby: where the rhetoric meets reality" (February 15) you did not make a clear statement that one school was to be closed and another merged.

At Samuel Lloyd, the "older comprehensive" mentioned in the article "Down and out in steel town" we have successfully emerged from an amalgamation which took place seven years ago. Our is the school rather than a school, a school determined to fight against the "proposed" merger, which will create a school where the majority of children will be drawn from the steel areas of the town already recognized as "depressed".

The "lowering of morale" will certainly be compounded by the children in this school because they will be drawn from the steel areas of the town already recognized as "depressed".

The "lowering of morale" will certainly be compounded by the children in this school because they will be drawn from the steel areas of the town already recognized as "depressed".

# Worrying turnover in London

Sir,—We are grateful to you for your comments on the survey carried out by the Assistant Masters and Mistresses Association into teacher turnover in Greater London (February 29). This was in fact the ninth annual survey which we have completed and we are indeed indebted to the Local Education Authorities concerned for their assistance.

The association would certainly welcome another Department of Education and Science Survey on the subject, since the information obtained during the years 1972-73 and published by the DES in May, 1974, was carried out during a period of teacher shortage. It is quite remarkable that in quite different circumstances turnover in Greater London is now increasing, and that in some boroughs more than one-fifth of the teachers in all the secondary schools have left these schools during the past academic year. Another DES survey would help us to find out the reasons for this alarming development.

H. M. STEDMAN,  
Assistant Secretary,  
Assistant Masters and Mistresses Association,  
23 Gordon Square,  
London.

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Nearly 20 years ago, a man sat in protest on a Polaris-carrying nuclear submarine in Holy Loch, Scotland.

## Science diary

John Maddox

## A sense of history

If the 1960s were the Age of Curriculum Development, the 1980s promise to be the age of tinkering with the examination system. Something—but it is not yet clear what—is going to happen about the 16-plus examination. In due course there will no doubt be some response also to the Schools Council's advocacy last week of two alternative routes for sixth-form students—but again it is not clear what that will be. Because examinations systems rank with the appearance of the first cuckoo (soon to be expected) as matters of insatiable public interest, the issues will be discussed endlessly.

Yet curriculum development has not entirely come to an end. Indeed, in one respect it appears to be flourishing or at least about to flourish, for there can never have been a time when more attention was being paid to the way in which school science courses might be broadened.

For the past two years, Mr John Lewis of Malvern College has been running a committee of the Association of Science Education whose objective is to find ways of embedding science teaching in a wider context. More recently, the organisation known as SISCON (a kind of acronym for "Science in a social context") has sought to extend its established interest in higher education into the schools.

Understandably, the objectives of these schemes are very different. The ASE committee, as far as I understand its work, is largely concerned to make sure that students of, say, physics know what are the practical applications of their subject. SISCON, however, is more anxious that students at school should have a more vivid understanding of the interaction between science and society at large. Nuclear energy, for example, is a topic for applied physics. How, it is asked, should practising teachers choose between these sharply different approaches?

The proposition that science courses should somehow be broadened is unexceptionable. Every teacher agrees that something should be done to enrich science courses as they are. But what?

The first thing to say, it seems to me, is that science courses are at present always deficient by their neglect of history, whatever their level of science is concerned. To be sure, a few hardy chestnuts keep cropping up.

Physics students are at some stage told about Perceval's ice-pail experiment, and sometimes even about Faraday himself. Maxwell, by contrast, is almost always overlooked. Chemists usually discover that Dalton had an important influence on

usually in the sense that he was the one who corrected Lavoisier's errors, but are given no sense of how the question of the constitution of matter preoccupied virtually the whole of European science for nearly half a century beginning 200 years ago. Biologists are invited to marvel at the way in which Mendel's contributions to genetics were overlooked for half a century, but are not helped to understand why this should have been the case.

The most shocking neglect of history, however, attends the teaching of mathematics. It is true (in British schools at least) that people are told that Newton invented the differential calculus. In French schools, no doubt, they are told that Descartes was the man. Young mathematicians are rarely helped to understand why and how it took virtually the whole of the eighteenth century to fashion workable mathematical techniques from the crude tools these men had devised.

The importance of history in the teaching of science is not merely academic. The fabric of contemporary science is in several ways marked by the shadows thrown forward by the past. In any case, it is not possible to give young people a full sense of the potential excitement of science without helping them to understand how the great discoveries of the past were made.

It is my belief, however, that giving young people a sense of the history of a subject cannot be accomplished by separate courses labelled history; it should ideally be part of the teaching of a subject.

This, then, is one respect in which the teaching of science needs urgently to be enriched. Another equally important goal should be to give young people a sense that science is by no means cut and dried.

Take one familiar example—the Periodic Table. It is a marvellous way of helping young people to organise in their heads their knowledge of the chemical properties of the elements.

Nowadays this knowledge is often reinforced by poetic explanations from wave mechanics which, among other things, convince young people

merely do not but cannot be chemical compounds with elements. But in reality, of course, the rule that people learn at school turns out frequently to be false, and the exceptions to the rule almost always as instructive as the rule itself.

A more deliberate attempt to show that the "laws" of science are often broken as those of a statute book, and that no law is immune from exception, would seem merely to give young people an accurate sense of what science is like but would also help to draw attention to the practical application of what people learn in school science courses.

The truth is that most technical problems do not have neat solutions.

Young people would be given much more acute sense of what technology is about if they were invited to consider how their knowledge of their subject must be extended (and even sometimes amended) before it can be applied to practical problems.

Practising teachers will say that I am asking a lot, perhaps too much, in asking that they should broaden their teaching in these three respects. It is true, however, it seems to me that they can be no choice. If young people do not know how their subject has evolved, how they are applying it, they are not properly equipped to consider how their knowledge of their subject must be extended (and even sometimes amended) before it can be applied to practical problems.

So what room can there be for a discussion of the relationship between science and national prosperity and all that? One view among those who favour formal discussion of these questions is that it is in some way a part of the school curriculum. It is that it is in some way a part of the school curriculum. It is that it is in some way a part of the school curriculum.

I have two comments to make. First, when fully professional scientists are asked these questions, they are inhibited by ignorance, and when many of the questions are in fact case hypothetical, it is hard to say how they can be answered.

Secondly, it is just as important that non-scientists should be encouraged to engage with those who are engaged in science. General studies, physics, chemistry and biology should be the target courses.

## Human beings are what's needed

Dora Russell, whose second

volume of autobiography is

published this week, talks to

Rosemary Dinnage about

progressive schooling, feminism,

Bertie, children, and her ultimate

faith in human nature

In west Cornwall it has been a busy winter for the tilters; fallen slates still track underfoot around weather-battered cottages.

The 150 mph gale that dislodged them from Dora Russell's sitting-room window like a bomb blast. But she has stayed, and on, in her house near Land's End since 1922, when she was still married to Bertrand Russell and rented the house for a summer; she wouldn't, she says, have been anywhere else for the world.

At 86, she lives at Carn Veol with her eldest son, who has been ill for many years; manages their life with only the help of a part-time home help and a one-day secretary; and has written there the second volume of her autobiography. The house overlooks a mile of green cliffs running down to the sea. Trim as the household waits for the post to arrive. Journals and papers are piled everywhere; a mass of material waiting to be sorted. Russell's life is slowly being sorted.

Dora Russell, porters amiably in an immense pair of trousers (only a woman without a shred of self-consciousness would allow such a misleadingly glum photograph of herself to appear on the pages of her book). This was the house where Wittgenstein came to stay, and where Fry and J. B. S. Haldane and Bertrand Tagore. The Russells called Carn Veol after a noble Cornish head that takes the full force of the Atlantic gales.

Dora Russell's life has been blown apart more than once by gale-force tragedies, but she is a survivor. The separation from Russell was in 1932, and 11 years of struggling to carry on the school that she and Russell had founded, providing the education they wanted for their own children and could not find elsewhere.

"I know it can be done. It can be done by education. And every human being has got an instinctive empathy, an instinctive feeling for other organic life; that cat and I, for instance, have got a very close feeling for one another. People say, 'Oh, you're being sentimental'; but the trouble is, for the past



A. S. Neill's, but with some intellectual stiffening.

In the late 1920s, when they ran it together, it was known—and caricatured—as the Bertrand Russell School, and many people assumed it closed down when Russell left. "Two men from the BBC came down last year to do a television piece on Bertie and when I mentioned the school they said, 'Well, that ended when Russell left it.' 'Oh, did it?' I said."

Dora Russell's voice sharpens; but it is clear that, for all her forcefulness, she is a woman quite without malice. Though she is clear-sighted about Russell—"Bertie could behave rottenly"—she is enthusiastically involved with a committee that is arranging to have a bust of him put up in Red Lion Square.

Russell put it on record in his autobiography that his experience with the school disillusioned him about permissive education and, indeed, about human nature as he encountered it in small children. Dora Russell's faith in both is absolutely unshaken.

"I know it can be done. It can be done by education. And every human being has got an instinctive empathy, an instinctive feeling for other organic life; that cat and I, for instance, have got a very close feeling for one another. People say, 'Oh, you're being sentimental'; but the trouble is, for the past

300 years the whole idea has been to measure everything by an intellect from which we exclude emotion.

"Ever since God has been thought of as the Great Clockmaker, winding up the world as a mechanism, people have tried to organize society as a machine. But people aren't machines, you can't mechanize them—and you can't mechanize education."

"In my book *The Right to be Happy* I took to pieces Christian asceticism and 18th-century dualism; Descartes was my enemy, and it's only now that other people are discovering that Descartes has been the enemy. Yet Bertie wrote: 'The belief that metaphysics has any bearing on practical affairs is a proof of logical incapacity.' He kept philosophy completely separate from ethical and political beliefs. I've never believed they could be kept apart like that."

Most of her latest book is taken up with the vicissitudes of the school after Russell left; but there is a last chapter, headed 'Was It All Worthwhile?'—and she is in no doubt of the answer in which she sets out her belief that we are being increasingly brutalized by an authoritarian and industrialized society. Though Russell abandoned the absolute faith in humanity's goodness which she retains, on this he might well have agreed.

Even after the break they continued to hold many of the same beliefs; she herself was on the Committee of 100 and went on five Aldermaston marches,

though keeping out of the limelight for Russell's sake. But she feels she arrived at the same point by very different routes.

"I think Bertie's humanitarianism stemmed from the Christian training he acquired early from his grandmother, but mine was the reverse: compassion from empathy and maternal instinct, very earthy. It's dronish and a bit sad that Bertie and I worked for the same causes from such different motives. In *The Right to be Happy* I wrote: 'Animals we are and animals we remain, and the path to our happiness lies through our animal nature.' T. S. Eliot said if I could think that, I wasn't fit to bring up children!"

As a lifelong feminist Dora Russell believes that women are able to feel at home in the natural world as men are not. "I think that's the whole point to us," she reads to me from a preface she has just written to Sylvia Ashton Warner's *Teacher*.

"It would seem as if for centuries the human race has been misdirected and undirected by predominantly male intellectual and spiritual guidance. This observation should not be treated as a mere facet of feminism; it is not an attack on the intellect itself, but its misuse."

Her daughter Kate has written that her mother has always been her touchstone for genuine feminism, because she believes in the value of women as women.

It may indeed all look like a denigration of men; yet when Dora Russell says, "I'm not anti-men—I love men," we believe

continued on next page



## features

continued from page 21

her; she is nothing if not innocent and open. "I believe like Alexandra Kollontai that love can be the basis of society, love between men and women", and she breaks off. "Oh she was a woman, Kollontai! She was superb!"

But can't women, I wonder, be just as bad as men when they want to? She bursts out laughing. "Oh, of course they can be beastly. Of course, Bertie used to say the true nature of women was shown up by women like Catherine the Great, who were able to do just what they pleased!"

She is not entirely specific about how her ideals are to be fed into a whole state educational system—nor quite consistent about them. Though she protests that a lower standard of literacy is unimportant, and floats off into a description of the brilliance of the illiterate medieval craftsman, she speaks with obvious regret of her granddaughter turning down a Somerville scholarship.

She is not in any case totally against examinations, as long as they are not given too much importance: though at Henon Hill School lessons were not compulsory. In fact, since her teaching experience was with children under twelve, and the majority of these of primary age, one senses that she is less interested altogether in secondary education. Children will pick up what they need to know, she implies, and find their own level.

She is, naturally, in favour of comprehensives, but feels that more should be done to counteract their size by teaching in small groups, more personally. "There are all these tape recorders and television sets and God knows what else, relying all the time on the external things, on external gadgets, until there's nothing left of what's inside the child—they all come out exactly alike, we're turning our machine-made people. Human beings are what's needed—someone to argue with, not a machine."

About public schools she is quite definite. "I don't see that you can get anywhere in creating a new society without getting rid of them. I'm not hostile to them; they do magnificent work in their field. But there you have, in the heart of our society, a masculine hereditary tradition for generation after generation; out of those schools come men, men who expect to take the highest posts in our society, and regard that I don't see how democracy, or women, are going to have any influence whatsoever."

Would either she or Russell, if they had been educated in the permissive fashion, have done the intellectual work they did? She is not to be caught. "I think we would very likely have ended up as better people, less conceited. It took me a long time to get over feeling superior to other people after I had had a university education; it was the working-class women when I went to talk to them about birth control, who educated me—oh yes, I learned I was not the only pebble on the beach."

Dora Russell feels that her life's work has been "quite logical. When we started after getting the vote, we went on to looking after mothers, to see that they didn't get overburdened with children; our idea was to make children more valuable, because there were fewer of them."

"The natural thing leading on from that was educating the child. I fought for the animal side of life. If you like, you belong, up to a point, with an understanding of their animal origin. And then I went on to conservation; upstate I've got files and files of my press cuttings on my battles for conservation."

"You see, we belong here! I wrote a review of a book recently on man's responsibility for nature, and I said that now that we've had a look at the cold moon, and our own earth in contrast, we realise what a precious thing we have here"—she looks out at the Cornish countryside. "We should be taking care of it, and enjoying it, and loving it, and to me this is worth everything else in the world that anybody could invent."

\* The Tamarisk Tree 2: My School and the Years of War, published yesterday by Virago (£8.95).

# 'I can't read, in fact I'm illegitimate'

For four years Bob Holman has been living and working with children 'at risk' on a housing estate. Here he describes his 'tinpot' project and its efforts to liaise with local schools

"I don't see why he should go. School never did me any good. Leave him alone."

It was a winter morning—8.30 am. I was persuading a 14-year-old to go to school. He sat hunched and moody. His unemployed brother sat and grinned. "It was his young and glamorous cohabitee who was questioning the value of school."

The boy turned to me. "Bob, I hate school. I feel all torn up inside. When I'm there, I think I'm going to explode."

I stopped the car outside the public toilets. Three boys, whom I knew well, were hiding inside. I gave one the bus fare to his school and took the other two

back to the local comprehensive. They did not resist but moaned:

"I don't do anything in German."

"I just sit there and can't answer."

"If that so-and-so tells me what to do, I'll let him have it."

Some teenagers munching sandwiches in my home were anticipating the afternoon at school.

"It's boring. The same old thing. I don't want to go."

"What's the use of going, you don't learn anything."

"They're always on your back."

"Why can't we leave and go to work?"

These negative views are not the ones I hear about the secondary schools whose three sites encircle the estate.

One boy, who finds academic work difficult, enthuses over a teacher who building his interest in wildlife. A 12-year-old tells me his teacher's view of Hemingway. A number of teachers are much respected. But the problems of boredom, futility and tension are expressed by the handful of youngsters whom our project has decided to concentrate.

The project started in 1976 as a council estate—let's call it Edgeton—the West Country. Sponsored by the Church of England Children's Society, its aims are to work with youngsters considered at risk of delinquency and reception into care, and to provide facilities on a neglected estate.

There are no premises for our tinpot project. Its three workers cope with about 200 children a week in clubs and at hired halls. My home alongside the estate is available to youngsters for difficulties at home or at school. It is this second group which makes the tinpot comments about school which I am quoted.

Why do we give attention to the youngsters? As a local parent demands of me, "Why bother with these kids? Why don't you help those who deserve it?" We bother for three main reasons.

First, prolonged truancy and disruptive behaviour can lead to youngsters being put into care. Unfortunately, attendance at residential institutions may improve them; indeed their behaviour may grow more extreme.

Second, children often commit offences while they are truanting. Third, poor educational attainment or even bad reports can hinder their prospects of finding employment. We believe they

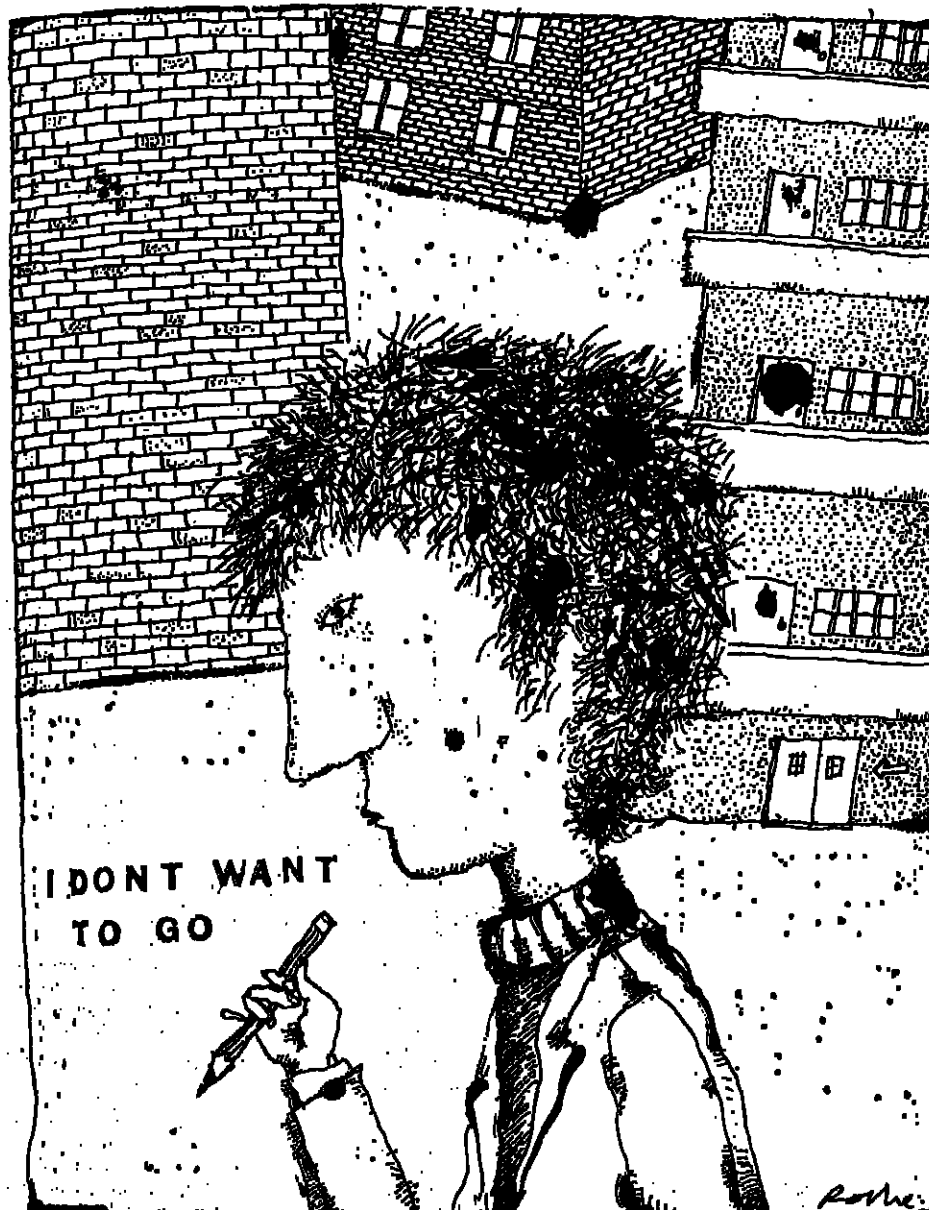
have as much right to satisfactory jobs as any other youngsters.

Of course, the reduction of educational disadvantages will depend partly on the removal of those social deprivations which handicap certain children from birth. Meanwhile, our project can try to modify the immediate school problems of kids living near to us.

Having decided to take an interest in educational difficulties, I approached the local comprehensive school. I already knew it as a parent; my son went there. Now the headmaster invited me to talk to the staff.

Subsequently, our three team members began to drop into the staff rooms for coffee. A number of teachers—and the educational welfare officers—shared our concern for the at-risk children, and agreement was reached that we should concentrate on a small number from the estate, who were truanting, being disruptive or performing badly.

If a child suffers from school phobia, then no good will result from pressing him to attend. With this exception, we made clear the project's line on truancy. In group discussions with them, we sympathised with the youngsters' com-



Christine Roche

plaints about school, but still argued the case for going. When meeting truants in the street or at our door, we persuaded them to return.

Recently, we found three youngsters who had hidden for a week. We gave them lunch and then accompanied them back to school, where we chatted with them and their teachers about their fears.

With a small number of lads, to whom we are very close, we offer regular help. One teenager is left alone once his lone parent leaves early for work. Lacking the inclination to go to school, he just sleeps. During the worst phases, I wake him every morning and prod the reluctant boy out of bed.

If time allows, I put the kettle on and open the larder. Sometimes it contains a coffee jar, some sugar but no food at all. Not wishing to make him overly dependent, I try to cut down my calls. Then, if he fails to turn up, or disappears during lessons, a teacher phones me and I search for him.

Despite the morning hostility that can arise between us, the boy always calls in at lunch time. Along with a couple of other vulnerable youngsters, we have some soup, listen to the radio and return to school.

In all, we have worked with a dozen truants. Our hope is that they survive school without facing suspension, expulsion or court proceedings. If so they will move into their later teens with a greater chance of stability.

We cannot solve behavioural problems, but we can sometimes modify them. A teacher arrived on the door with an angry 15-year-old. A small incident—a female teacher ordering him to take his coat off—exploded into a major confrontation, resulting in the boy being kicked off a vocational course. He spent the morning with us and eventually wrote a letter asking to go back on the course.

Another teacher was in conflict with a withdrawn but defiant fifth former, who refused to meet him. Not wishing to provoke the boy into more extreme behaviour, the teacher contacted me. I arranged a meeting at my house between all three of us.

After a period of improvement, both these pupils reverted to disruptive behaviour and truanting. It was then agreed that their two day a week work experience placement should be with the project, on condition that they showed improvement at school. It worked very successfully with one boy, and partially with the other.

We sometimes possess information which explains behaviour. Teachers have commented how important it has been to learn that a child's parents are

splitting up, that a boy is left to roam the streets at night, or that another had just been kicked out by his father.

We try to encourage better school performances by praising youngsters when they complete homework or show us their books. My colleague, Dave Wiles—who himself left school with no qualifications after a stormy career—tells them that he is now having to study for what he missed. As an unemployed 16-year-old girl, bemoaning her lost chances at school, inaccurately but aptly told a crowd in my house, "Look at me, I can't read, in fact I'm illegitimate."

More practically, we can help with homework. My wife gave some reading lessons to a backward 14-year-old. At the other end of the scale we have discussed O level literature with a boy who has no father. More generally we are showing youngsters that they can do second year French, third year Maths or fourth year English.

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Bob Holman was formerly professor of social administration, University of Bath.

## White flight

Hilary Wilee visits an American school at the centre of a legal dispute over integration

The Andrew Jackson High School in a Monolithic, 1930s school in Queens, on the eastern edge of New York City. Only one of its two and a half thousand pupils is white. Just up the road, beyond the city boundary in Nassau County, is Elmont High School, with a 95 per cent white enrolment.

The integration of American schools, by the untidy means of busing, is precarious at the best of times. If there are not enough black or white children in an administrative area to effect a reasonable racial balance, or if that balance then shifts over time, the system quickly breaks down.

It has broken down in regard to Andrew Jackson, and for many years now a dispute has been dragging through the courts over what, if anything, should be done about it.

When the school was founded in 1938 only 2 per cent of its students were black. By the mid-1960s this had grown to about 48 per cent. Some additional white students were assigned to the school to effect a planned mix of 60 per cent white students, 40 per cent black.

There were numerous ways for parents to get round this. They changed their names, or packed their children off to private schools, or sent them across the city boundary to stay with relatives in the neighbouring suburbs.

As more black families began to move into the streets of small houses around the school, "white flight" speeded up. Andrew Jackson rapidly tipped towards being an all-black school. By the mid-1970s it was well over 90 per cent black, and for the last three years there has

been only one white student, a girl attending the school.

In 1975, the National Association for the Advancement of Coloured People (NAACP), in association with a group of Andrew Jackson parents, took the city board of education to the federal district court, alleging it was practicing segregation. John Dooley, the judge, who heard the case, agreed this was so, and ordered the board to come up with an integration plan within 45 days.

The board of education then appealed, saying there was no way of making Andrew Jackson a more integrated school without making other Queens high schools predominantly black, and the appeal judge partly reversed the district court decision.

He agreed that there was segregation, and that this was unconstitutional, but ruled that the board's policies in allocating children to schools were not designed to discriminate. There was no malicious intent.

The case has now been remanded back to the federal district court. The board of education has presented more evidence that its policies need to be as they are, and a ruling is awaited.

No one can guess how this case, likely to be heard within the next few weeks, will go. Civil rights activists remain angry, convinced the board's policies are designed

to keep white students in the majority in the district's integrated schools by allowing a few other schools to become entirely black.

"In my view the decision of the court of appeals was philosophically and morally wrong," James Meyerson of the NAACP says. "What it said was, 'Racism is abhorrent, but we have to recognize that it is a fact of life.' The Government rejects racism in terms of Rhodesia and South Africa, but it is prepared to tolerate it at home, in its own schools."

Meanwhile, life at Andrew Jackson goes on regardless of the legal battle. In many ways the school is like New York's toughest inner city schools, in spite of its suburban location. The front and side doors are bolted tight, and security men, equipped with short-wave radios, stand guard over the one open back door.

The school's white headmaster, Murray Bromberg, accepts the guards as a fact of life. "We've had them here for the last eight or nine years. They're here to keep our intruders out, and to see students are in the right place at the right time."

He himself has been there for a dozen years, and is obviously weary of the legal cases. He champions his school's neighbourhood, is relatively affluent and stable, and the worst kinds

"The kids are comfortable here. It's their turf, their territory. And the parents' association is rather different today from the association which brought the case. It wants good teachers, and it wants good programmes. It's partly a matter of ethnic pride. Parents are asking, 'we need white students sitting next to black students to do well?'"

Andrew Jackson students do not, in fact, do particularly well, but it is hard to say how much this can be attributed directly to the school. Some students arrive from their junior high schools as many as six grades below par in reading and maths. Truancy and drop out rates are high, but not exceptionally so in a city where 45 per cent of all high school students abandon school without finishing their education.

Although two thirds of the school's students are two years or more below grade level in reading, last summer 89 per cent of students went on to further education—a higher percentage than from most inner city high schools.

Twenty per cent of the school's 120 teachers is black, and more black staff are moving into posts of responsibility. Relationships between students and both black and white staff seem happy. The school's neighbourhood is relatively

of violence and discipline are uncommon. But the school is bleak, apart from excellent new sports facilities, and lessons (judging by a very brief visit) seem more than a little austere. In one science class, in a laboratory equipped only with a demonstration workbench, the class was glumly working its way through an unimaginative worksheet (How long is your table? How wide is your table? How thick is the top of your table?) while a music lesson, in a classroom full of rows of electronic pianos, seemed uninspired.

As in many American schools, classroom doors are locked during lessons (people can get out of the room, but not in) to keep troublemakers out, and teachers walk around weighed down by big bunches of keys.

But one very bright spot in the school is the Andrew Jackson Academy, an alternative school within the main one, started by Murray Bromberg for "students who need to learn by regular school". This tends to mean the very bright and the very slow, although there is a long waiting list of pupils wanting to join the 75-student academy.

Some of the attractions are obvious. Students are allowed to smoke in one part of the Academy's large all-purpose

room; they can come and go freely, and address staff by their first names. But the greater, long-term attractions are probably less tangible.

The three-strong teaching team appears to work with unusual dedication and involvement, and their lessons are genuinely compelling. The timetable is geared to practical needs—maths, reading, sex education, child care, law and justice—but conversations range freely over a wide span of subjects. Students are treated with respect, as equals, and encouraged to develop their creative skills through photography and poetry, and their human skills through, among other things, a daily "rap" session at the end of each day.

At Andrew Jackson staff and students alike accept the status quo. Murray Bromberg likes to accentuate the positive, but has no illusions about why such degradation can never be a truly good thing.

"Some of our kids have the feeling that 'white kids are smarter than they are. I had a student in here recently who felt that when he gets to college he will have a difficult time competing against white students. He wouldn't have felt like that if he had been exposed to mixed classes and the general give and take between the races. That's why we have integrated schools. We live in an integrated society. We have to learn from each other."

More practically, we can help with homework. My wife gave some reading lessons to a backward 14-year-old. At the other end of the scale we have discussed O level literature with a boy who has no father. More generally we are showing youngsters that they can do second year French, third year Maths or fourth year English.

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## features



محذرا من الاصل







# On the political battlelines

The Conservative Intellectual Movement in America since 1945. By George H. Nash. Basic Books (Macdonald and Evans) £15.00.

Free to Choose: A Personal Statement. By Milton and Rose Friedman. Secker and Warburg £7.95.

Small Futures: Children, Inequality and the Limits of Liberal Reform. By Richard H. de Lone. Harcourt Brace Jovanovich £12.95.

The 'seventies have seen a major reawakening of the political and intellectual battlelines in the United States. As a result of the experiences of the sixties many prominent politicians, academics and publicists have begun to question the assumptions of the liberal creed and a substantial number have joined the conservative public policy. The naive optimism which permeated the Great Society programmes has been replaced by a sceptical and more realistic approach to the problems of racial inequality and poverty in the midst of plenty; and as public opinion has shifted to the right on a number of issues, the conservative cause—so long a minority strand in American political debate—has been integrated into the mainstream of that country's national life.

In their very different ways, each of these three books bears eloquent testimony to the transformation of attitudes and values which has implications far beyond the territorial boundaries of the United States.

A comprehensive history of the conservative movement in America is provided by George Nash's impressive study. From a situation in which, as he says, "no articulate, coordinated, self-consciously con-

servative intellectual force existed in the United States", Nash traces the development of a number of organizations and pressure groups to the point where he can conclude that the early seventies were the time when the conservatives had finally "won an opportunity". They had in short taken up the challenge to defend enduring truths in a language appealing to contemporary America and the mark of their seriousness and success was the circulation figures and new-found respectability of such journals as *The Public Interest*, *Commentary*, *The National Review* and *Human Events*.

Nash's discussion of the early pioneers of the conservative renaissance is illuminating and his account of their arguments is both fair and clear. Thus, although one feels that Nash's admiration and sympathy are firmly fixed on the right side of the American ideological divide, the reader can still form coherent views on the quality and coherence of the conservative movement. Nor does he hesitate to point out the many contradictions and weaknesses in some of the positions taken by the conservative writers discussed in the book. The friction, for example, between the Old Right (often isolationist) and the New Right (militantly anti-communist).

Similarly, Nash underlines the dilemma of adapting the conservative tradition to a society founded on revolution and indicates the variety of approach to the capitalist model of human society. Was the free market the central element of a social structure in which the goals of individual liberty and democracy could be reconciled? Or was it difficult to reconcile with the kind of organic model of society idealized by those who wanted to

elevate spiritual values above the crude material imperatives of economic individualism? The increasing attractiveness of Roman Catholicism to conservative intellectuals in America is symbolized by the conversion of Russell Kirk, author of *The Conservative Mind*, from atheism to the Church of Rome, although leading conservative figures such as William F. Buckley Jr and Thomas Molnar were already practising Catholics. Perhaps the appeal revealed a yearning among American intellectuals for a richer spiritual tradition than can be provided by Wall Street; but certainly in its early days the overlap between the conservative minority and the non-Protestant elements in America reinforced the sense that individuals like Buckley were throwing down the gauntlet to the "official" secular-liberal society in which they so often seemed outsiders.

Yet for all the importance of the contributions of men like Buckley (and on a very different level of philosophical like Leo Strauss and Friedrich Hayek) it is in the vigorous writings of the Chicago school of economics that one finds a critique of orthodox liberal assumptions that is at once theoretically incisive and authentically American. Here is the inspiration not merely for experiments with movement in the United States but also for the approach to economic policy adopted by the current conservative government. The full implications of the theory can be gleaned from Milton and Rose Friedman's personal apology, *Free to Choose*, which formed the basis of the television series and which represents an attempt to popularize the free market.

The guiding principle in Friedmanite social policy is that government should play as limited a role as possible and that wherever possible citizens should be allowed to utilize the despotism of the market to make their decisions about which schools to send their children to or which health insurance to buy. Indeed it is a theme running through much right-wing thought in America that the unsatisfactory state of the country's schools and universities almost proves the bankruptcy of the conventional approach to education. The Friedman indictment is explicit:

"We believe that the growing role that government has played in financing and administering schooling has led not only to enormous waste of taxpayers' money but also to a far poorer educational system than would have developed had voluntary cooperation continued to play a larger role."

The remedy is not so clear however. Vouchers, as advocated by the Friedmans, would permit parents to add their own money to the value of the voucher thereby to purchase education. Other supporters of the idea, for example Professors Coons and Sugarman have been struggling to get a referendum proposal on the Californian ballot which would prohibit additional expenditures by parents.

Tension between the faith in the market mechanism and a residual commitment to equality exists, it seems, even among those already converted to much of the Friedman message. Much greater tension might perhaps have been exhibited had the Friedmans devoted any space to issues of personal morality and the market. For why should the state intervene to prevent people from buying pornography, sex or abortion? Thorough-going libertarians

would, of course, say that it shouldn't. But such an approach would be anathema to a wide range of conservatives whose rejection of liberalism stems primarily from their concern to protect traditional ethical values and institutions and the family.

Richard H. de Lone attacks the assumptions of liberalism from a very different perspective from that of Milton Friedman or the American conservative movement. His intention is to demonstrate that despite the myth of social mobility and the facts of socioeconomic mobility, are much the same in Europe and the United States. The emphasis of liberal reformers on the concept of equal opportunity and on using children to compensate for existing structural inequalities in the society is in de Lone's view doomed to failure.

Without major redistribution of wealth in the United States there can be no prospect of a marginal worker's child having the same chance of higher education as a lawyer's son. The failures of liberal social reforms have made de Lone want to limit not to extend the role of the free market: "the right to education defined by liberalism as limited to the political sphere must be extended into the economic sphere through the political and legislative processes. The precept of the market place and the so-called private sector must be constrained to serve the public purpose of equality."

Whether those who come "up from liberalism" ultimately see de Lone's radical egalitarianism as an option for some synthesis of conservatism and the free market, it should be apparent from these books that the clash of ideas in American politics will continue through the next decade.

Gillian Peck

# A flame across the Atlantic

C. W. E. Bigsby on the growth of American studies

I am not the most reliable guide to America. Though we live in an age of braille editions of *Playboy* I have always found some difficulty in pressing my fingers down on the surface of American life. What on earth is a "SEMI-TOPELESS BAR"?

On my first visit to America I unsuccessfully resisted attempts to force me to take an examination in English for foreign students (I passed) and then went back to my apartment and (accidentally) dropped an air conditioner out of my fifth-floor window (they weigh and cost about two hundred pounds). I thought I understood causality (ie, the fact that long hair coincides with the introduction of the pill, men no longer having to visit barbers in order to obtain contraceptives). But now it seemed otherwise. Nonetheless, the fascination of America is undeniable not only for me but, clearly, for the several thousand university students presently enrolled in American Studies programmes.

This Easter, without benefit of street parties or Wedgwood cups, the British Association for American Studies will celebrate its Jubilee. It marks a considerable success story. Within that time American studies has grown until today there are over 350 lecturers involved in teaching American subjects at university level. Courses are also available at polytechnics, colleges of higher education and such teachers' training colleges as are not being converted into hotels or private clinics for the financially embarrassed. In schools not merely are there significant American studies available in standard courses in history, literature, geography and other disciplines, but an A0 paper in American studies has been on offer for three years and has proved increasingly popular.

While an O level syllabus is planned for the near future, and CSE Mode 3 examinations in American Studies are already operative.

In the early years there was considerable resistance to the development. The reaction against American studies was partly a reaction against Arnold who had said that a wave of more than American vulgarity, "preparing to break over" his generation (I like the "more than" part) and find himself spluttering in the surf. In England, however, we partly due to a growing sense of Americanization of the kind



which led to the linguistic chauvinism which resisted a word like "commuter" on the irreproachable grounds that it was unnecessary to use such a graceless Americanism when it was so much easier to say "someone who lives in one place and works in another and travels to and fro between the two places every day."

American Studies was resisted at Cambridge in the nineteenth century (a lecture on the history, literature and institutions of the United States was proposed by Charles Kingsley) out of a fear of republicanism and Mormonism. (Cambridge being suspicious enough of monogamy without taking on polygamy as well). In the twentieth century it has largely by-passed Oxford, despite the presence of several brilliant individual faculty members and visiting chairs in American subjects at both universities, the syllabus remains resistant to change as rats have proved to Warburton—and for much the same reason.

But as late as 1970 Bernard Bergson, now professor but then senior lecturer in English at Warwick University, could say that

"American cultural chauvinism has been remarkably successful in imposing on English universities Departments of American Studies of a thoroughly divisive kind, where American literature is divided from English literature". Perhaps revealing the same kind of resistance, Encounter and various student groups had left their mark. But a Nixsonite plot to destabilize Jane Austen with Edgar Allan Poe seemed somewhat far-fetched even in the age of paranoia.

But Bernard Bergson was not the only person to treasure such misapprehensions. In the days when Americans could buy ambassadorships like Burberry raincoats the American ambassador to Austria once offered a meeting of the European Association for American Studies the observation that we, as teachers of American studies, and he, as Ambassador, were essentially doing the same job. Given the fact that an American Ambassador to what was then Ceylon once confessed to being ignorant of the name of the Prime Minister of that country and somewhat vague as to its exact location, I should hope that in fact, of course, particularly in

the early years, American support was substantial through the Fulbright Programme, the American Council for Learned Societies and the United States Information Service, now injudiciously renamed the International Communication Agency (a change of name which provoked a series of telegrams from Washington to embassies around the world advising against the use of the agency's initial letters and which doubtless won someone a swift "please knock Georgetown to Equatorial East Africa").

New posts were established, libraries offered matching grants and fellowships created. But as the subject became established, as American priorities changed, as financial stringency became a determining factor, and as the British inexplicably failed to stimulate further investment by the established and long-tried method (burning the Embassy Library) the level of support diminished.

Although the Commonwealth Fund Chair of American History was established at University College London in 1930, the development of American studies in Britain is essentially a postwar affair. The first chair of American studies was created at Manchester in 1948 and not permanently occupied until later. The spread of the subject was in reality a product of the fifties and sixties. A generation of eager young Fulbrighters travelled overseas to America on one of the Queens, clutching their whole chest X-rays and hoping on arrival to clutch whole American chests. Having sworn not to overthrow the United States government by armed force they wandered the country spreading subversive news about the national health service, incautiously taking people to a professor of them up in the morning and relying on their accents to save them from the consequences of their actions.

Today, travel to the United States is available at a number of universities as a regular part of the undergraduate programme (East Anglia, Kent, Sussex, Warwick), and the assault on American chests has consequently become epidemic. Despite Bernard Bergson's worries, there are, in fact, relatively few departments of American Studies (Hull, Keele, Manchester, Nottingham) but many more programmes span several departments (Aberystwyth, Birmingham, Exeter, Exeter, Swansea).

In the case of the new universities, operate in schools of study (East Anglia, Essex, Kent, Sussex, Warwick). In fact the "exceptionalist" approach to American studies, in which the unique qualities of the American

experience were emphasized, has to some degree deferred to a more comparative approach. This commonly involves comparative work in European and American areas, but at Warwick, and to an extent at Birmingham, it is possible to study Latin America and Canada in relation to the United States. American studies is not a discipline nor yet even a precise methodology. It is a multi-disciplinary and interdisciplinary study of the United States which may involve a mastery of two or more disciplines: history, literature, politics, sociology, geography, demography, fine arts, education, philosophy, film.

Indeed, as a consequence of the success of American studies (applications continue to rise), in a number of institutions English studies has been created by analogy to American studies, the public school presumption that one absorbs the history, culture, politics and social realities of one's own society with one's mother's milk powder having finally died.

In fact, while American Studies is in many ways simply the application of traditional disciplines to specified geo-political areas, its attraction does, indeed, lie in its engagement with the modern. It thus stands in stark contrast to the familiar British tradition represented for me by a professor of English, my first department head, who announced that he was opposed on principle to the teaching of living authors and who resisted my appeal for the inclusion of E. M. Forster on the grounds that he was "almost dead". For me the virtue of American Studies lies in its unconcern with the "almost dead". It has its eyes on greater mysteries.

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## Paperbacks

## Houses or homes?

Colin Ward

A Social History of Housing 1815-1970. By John Burnet. Methuen University Paperbacks, £5.95. 416 73720 X.

The history of housing has been an academic growth industry in the past decade, and Professor Burnet's well-illustrated book is a distinguished contribution to this new literature, drawing together not only social and economic factors, but demographic, architectural and even psychological aspects.

The first part of the book, ending in 1850, surveys the cottage homes of rural England, the building of the urban working class, and the middle class housing for the middle class. The second part, the story up to the First World War, tracks the efforts to improve the squalor in which the rural labourer lived, the homes of the middle class in the expanding cities, and the growth of the growth of council housing between the wars following the report of the Tudor Walters Committee in 1918. The third part, the story of speculative house-building and the following this with the story of post-war housing in both the private and public sectors. A retrospective concluding chapter notes that for most families the dramatic improvement in housing standards did not arrive until the fifties.

Professor Burnet notes that while the past decade has seen a convergence in housing standards between the privately built house for owner occupation and the publicly provided rented house, the two are instantly recognizable and distinguishable from each other: the dwelling house constrained to be a prime indicator of social status for a society in which class-consciousness had not greatly receded. He records the stated references of residents and concludes that "an important

direction for the future might be an increased concern for the visual quality of houses and layouts based upon a recognition that homes serve needs as well as functional ones". He is alert to the profound significance of the dramatic change in the majority mode of tenure in this country. Before the First World War 50 per cent of families, rich or poor, rented their homes. Today, more than half of all families are owner-occupiers. This inevitably affects the esteem in which housing is held by its occupants, and it also influences government policy.

History itself plays strange tricks with the history of housing. Who would have thought that the rushed-up-in-a-hurry workers' cottages of the mid-nineteenth century would be sought after in the seventies by middle-class purchasers who would upgrade them with an improvement grant, and whitewash the backyard and call it a patio, while the original owner, the man who built the house, would be regarded as a slumlord? The high density flats which deteriorate from the moment they are occupied? Who would have thought that the displaced and homeless of the twenties would be the most sought-after and expensive housing of the seventies? Who would have thought that some council houses are already feeling the need to pull down their backs to the flats which they won't have paid for until long into the next century?

Perhaps a closer attention to the evolution of housing policy, carefully traced in this book, will give us some clues as to where our assumptions were wrong, as to how we failed to appreciate that, the is the very thing about housing most important thing about housing, its occupation, and its the most useful direction for future policy.

## Children's Literature

## For young abecedarians

Myra Barr

Alfred's Alphabet Walk. By Victoria Chess. Julia Macrae Books £3.75. Mr Macrae By Quentin Blake. Jonathan Cape £3.50. Peter's Chair and The Snowy Day. By Ezra Jack Keats. Available in the Turkish/English and Gujarati/English editions. Bodley Head £3.50 each.

Victoria Chess's sophisticated ABC is the story of Alfred, a small undeniably furry animal who, in the course of a day's walk, encounters alligators, bats, cats, dogs, eagles, flying fish, gorillas, hogs, an iguana, and so on, in all the right order, and so on, in all the alphabet. The language is simple, but the illustrations are of a quality which will delight young children. Mr Magnolia's friends, and the project is now being extended to include these other major languages.

The Bodley Head's new dual language editions of Ezra Jack Keats' *The Snowy Day* and Peter's *Chair* are part of a publishing initiative to produce picture books in two languages so that parents and children belonging to linguistic minorities can share some well-known children's picture books.

It is a mercy that Alfred gets home safely. Magnolia is the sort of person you cannot help liking on sight; he is cheerful, lively, alive with energy, and Quentin Blake's simple and graceful drawings establish him as a character very rapidly in short books. Unlike most of a story which is suitable for quite young children, Mr Magnolia has almost everything he needs in life except another book—he has only one. The book is just long enough to encompass Mr Magnolia's adventures, and the project is now being extended to include these other major languages.

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another without "buying anything". The irritating noise of "one who accompanies a customer but butters him or her from buying" and the familiar quaver ("ditherer, vacillating customer"). The derivations of some expressions are easy to guess—a by-stander in a public house, while a blink-fencer is a seller of spectacles. Others are totally obscure with the glorious inconsequence of the vernacular. A querulous or disagreeable man is a "jockey" while the trade can be personified as the unwelcome Shice McGregor. ("Shice McGregor about today"). Some words are great finds.

The wary fatty can also learn a good deal about the traps laid for him by more unscrupulous kinds of traders. There cannot be many Bible-thumpers around these days but he warned and steer well clear of "crochises, poke-bummers, run-outs and windbag-blowers".

# Civil survey of a Civil war

Peter Parish

Illustrated History of the American Civil War. Edited by Henry Steele Commager. With Marcus Cunliffe and Mervyn A. Jones. Orbis Publishing. £7.50. 0 85613 211 X.

The first instinctive reaction to the appearance of a new illustrated history of the American Civil War may be to doubt the need for yet another selection of Brady and Gardner photographs of camp scenes, soldiers dead or alive, but that would be a mistaken assumption about this new *Illustrated History*, first because it is devoted to the pre-war period, and secondly because the book is devoted to the words of many different kinds of men: different sources, from photographs are outnumbered by paintings, lithographs, sketches, cartoons and handbills which succeed in conveying much of the flavour of

mid-nineteenth century American life, North and South. Many are in colour, and although the quality of reproduction is somewhat uneven, this handsomely bound volume is generally pleasing to the eye. It also offers good value for money at a time when so many publishers are apparently vying for the dubious distinction of producing the fewest pages for the most postage.

The relationship between illustrations and text is crucial in a book of this kind. There are the usual problems of juxtaposition—why, for example, should the chapter on the Confederacy be introduced by a page devoted to the full text of the Gettysburg address? The essential question is whether the words do more than fill up the space between the illustrations—and the answer is an emphatic yes. The editors have assembled an impressive team of contributors from both sides of the Atlantic, including Carl Degler, Eric Foner, James M. McPherson, Harold Hyman, and Duncan Macleod. A succession of rather short chapters by different

hands obviously presents some editorial problems. There is certainly some overlap, for example between the first two chapters—on slavery by Carl Degler, and on the old South by Harold Woodman—and also between chapter seven on the politics of war, and chapter eight in life on the home front.

On the other hand, there is a remarkable uniformity of style and tone throughout the book. The approach is consistently narrative and descriptive, rather than analytical or controversial. Indeed, there is a tendency towards blandness, and even authors like Emory Thomas and James McPherson, whose names are identified with distinctive interpretations of the topics on which they contribute, generally conform to the cautious, non-committal tone of the whole volume. Very properly, no doubt, an illustrated history of this kind, the book sets out to describe how things happened, rather than explain why. It is a work which generally succeeds in putting the military conflict into its social and political

context. It is to be regretted that there is no chapter on Northern society before the Civil War. In this respect, the book is not as accurate as one of the great gaps in Civil War historiography—the failure to treat the North as anything more than a distinctive, or important, than a non-South. The other notable omission is that the book stops short at 1865. Having dealt so well with the events leading to the war, it could have offered a rounded view of the whole Civil War era, if only it had included a chapter or two on reconstruction. Here, the book reflects a common failure to view the war years as the centrepiece of an era rather than the dividing line between the two main chapters of the history of the United States.

Whatever its slight omissions or commission, however, this *Illustrated History* outshines most of its rivals in the field in its balance between authoritative text and apt illustrations, and in the breadth of its treatment of the subject. It is both a book for the general reader and a valuable teaching aid.



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## Waves and currents

F. W. Kellaway on CSE and O level physics

Objective Tests in O-level Physics, By C. A. Millward. Murray £1.25, 7195 3679 0.

Multiple Choice Physics for You, By Keith Johnson. Hutchinson £1.50, 09 140521 1.

O-Grade Questions in Physics, By B. H. Crawshaw and J. H. Ritchie. Heinemann Educational £2.50, 435 67045 X.

Physics—What's the Problem? By R. Nelli and G. Sydes. Edward Arnold £1.50, 7131 0201 2.

There is much to be said in favour of relatively small books of examples in physics, shorn of the often extensive theory and explanations of the normal textbook.

At first glance the four works in the batch have much in common. They all collide in the mechanics section, but are each different in their approach. The first two are mixed in calculations on specific topics, wave patterns appear on oscillations, and so on. But a deeper look quickly shows that the differences between the books are much more significant than the similarities. Each provides a different work, practice in dealing with examination questions, and the facility for teachers to set classwork or homework without the need for duplicated sheets of the like.

The methods used by the authors, however, reveal varying philosophies and the standards and phrasing of the questions mean that different groups of pupils are the prime target. Thus, although Mr Millward writes that his book is "intended for use with any modern 16-plus physics course... principally by O level students, but those studying to CSE may also find it of value", the work is most likely to appeal to the more academic type of pupil.

The 20 questions are each provided with five possible answers from which a choice has to be made. Thirteen are straight multiple-choice, four are of the multiple-choice type and three come under the heading of assertion-reason. All have been pre-tested, and written and discussed in a "facility within accepted limits".

Mr Johnson's work is much less sophisticated. Three hundred questions are grouped into 30 sections, representing a common-core topics

Wave properties.

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## All kinds of everything

Mary Linington on integrated science

Everything, Everywhere, Everyone, By R. Buckle, R. Sinton and L. Young.

Oxford University Press Books 1 and 2 £1.95. Teachers' Book £2.50.

Combined Science 3, By M. Atherton, B. Jones and D. McCullough. John Murray £2.60. Teachers' Guide £1.95.

Matter and Energy, Man and His Environment, By N. E. Savage and R. S. Wood. £3.30 each. Science: The Basic Skills, By L. J. Campbell and R. J. Carlton. £2.95.

Knowledge and Kegan Paul Second-ary Science Series, By M. Atherton, B. Jones and D. McCullough. £1.15 each. Teachers' books 65p.

The World of Science, Macdonald and Jones £14.50, 354 04323 4.

The current wide choice of lower school science books means that any new one used is likely to be exceptional.

The first book also concentrates on problems and also is based on the Scottish O grade course, but would be useful for GCE work. Here five units cover the principal subject areas: wave motion, mechanics, heat and the gas laws, electricity, and radioactivity.

Each unit contains a set of exemplar questions (15, 23, 14, 25 and 4 respectively) and a corresponding set of detailed solutions to these 81 questions. There are then practice questions (105 in all) based on the exemplar questions, and these are provided with answers but not solutions. This is a good teaching method and the book may be helpful to candidates engaged in private study as well as in classwork.

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three, probably taught by a teacher.

To help the non-specialist teachers' guide has been written each unit, and offers hints and questions posed in the unit book and references. The teachers' guide would do well to consider this book.

The approach taken by the Modular Science series means that although it is intended for years 10 or 11, it is suitable for years 12 to 14-year-olds, and indeed is used in many year courses. The structure of the series is to cover the CSE syllabus in general and the GCSE syllabus in detail, and provide a resource for constructing a modular syllabus. Eventually 20 modules will be published. Already available are You and Your Ancestors, Health and Hygiene, and The Atmosphere.

All follow the same format: clearly printed with numerous black and white photographs and diagrams. It is a pity that there is no colour photograph, but the price of the first unit (30p), compared with that of the recent Science, Minerals and Fossils, £1.15 each, Teachers' books 65p.

The teacher should direct the pupils to suitable options through the use of the diagnostic test in the teachers' notes (four pages of 18). These also list objectives, and resources and background information for each module. The book offers a useful and flexible resource for teachers of general science.

A different approach with a flexibility offered by two companion volumes: Matter, Energy and Man and His Environment. They follow the same format as all the books in the Secondary Science Series, to which they belong: clear line drawings, text, practical work, and questions. The Test Your Understanding at the end of each chapter. They are traditional in approach, and many teachers have found them useful for CSE general science; they will welcome this revised edition.

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## Start from the Creation

Frances Rowe

Reactive Dyes, Edited by Bob Finch.

The Kynoch Press Ltd, Thames House North, Millbank, London SW1 5DP.

An Introduction to the Chemistry of Carbon Compounds, By E. O. Arena and T. M. Kirtwood.

Longman £4.95, 582 60687 X.

An Introduction to Organic Chemistry, By J. Caraduff.

John Wiley £8.50, 471 996475.

Essential Ideas in Inorganic Chemistry, By D. E. Wilson.

Hodder and Stoughton £2.75, 340 2082 7.

Comprehensive Qualitative Analysis for A Level Chemistry, By E. N. Lambert and M. J. Mohammed.

Heinemann £1.50, 435 65537 X.

Teachers are currently aware that they are expected to present a positive image of science and technology and encourage pupils to take up careers in industry. An obvious problem is the lack of information, especially for those teachers who have no direct experience of industry. However, some industries have stepped in to try to bridge the gap, not least ICI, whose latest booklet *Reactive Dyes*, is lavishly produced with appropriate full-colour illustrations, including on the cover, a batik design of the Creation, from Winchester Cathedral.

The text has been rewritten from a Presidential Address given by J. D. Rigg, a former ICI chairman, to the North West region of the development of compounds which have revolutionised dye technology.

from test tube to sample book. These fibres reactive dyes—no dyes, with an extra group attached, are able to bond directly with the cellulose fibres of cotton, which makes them easier to apply to fabrics and more resistant to fading and washing.

The chemistry is well presented, with large formulae showing the structures of dye molecules and more detail, such as the Schotten-Baumann reaction, the structure of cotton fibres and a brief history of types of cellulose dye, in an appendix. This case study will provide insight into at least one part of the chemical industry.

A recent organic chemistry textbook whose writers are conscious of the role of science and technology in society is *An Introduction to the Chemistry of Carbon Compounds*. The society in question is the Third World and the resulting difference in emphasis makes a refreshing change from the Western orientation of most textbooks.

Basic principles such as bonding, hybridization, the shapes of molecules and isomerism are included at the start and there is an informative chapter on petroleum. In the remaining chapters, well organized accounts of the main functional groups include discussion of the influence of different carbon skeletons on reactivity and reaction mechanisms, which are later summarized in the appendix. There is a chapter of laboratory exercises giving formal preparations to illustrate important reactions and a supply of questions. These include many of the analytical type (with answers) where an unknown compound is identified from information given about it. This is an attractive book which both A level students and teachers will find a very useful source of reference.

An *Introduction to Organic Chemistry* would perhaps be better described as an introduction to

organic reaction mechanisms and is, in fact, written solely from a mechanistic viewpoint. While most syllabuses now demand at least a rudimentary knowledge of mechanism, illustrated by one or two key reactions, it is unlikely that A level students will be able to adopt this approach in its entirety.

Basic principles are covered in some detail, including a survey of reaction types and guidance on drawing reaction mechanisms. Each class of compound is then considered, with emphasis on the functional group and the movement of its electrons. The text contains problems (with answers) for the reader's self-assessment, though the topics are more advanced than those in a standard text (i.e. calculations, multiple choice questions, how to answer questions, etc). These books attempt to cater for this market.

*Certificate Chemical Calculations* provides advice on revision, answering questions, and gives model answers to 35 traditional O level standard questions, with notes and comments. Although the range of questions is wide, there is little emphasis on "modern" topics (kinetics, equilibria) or style (open ended essays, highly structured questions). The answers are sound, though one could criticize details. Although I cannot envisage teachers buying class sets, it may be useful to those new to the profession, and will have a wide market among students of traditional syllabuses who have left their revision rather late.

The main points about each group are then explained in terms of energetics, redox potential, atomic size etc, as appropriate and backed up by tables and flowcharts of properties and reactions. The final chapter, an outline of qualitative analysis, will probably be most useful for its checklists of tests for anions and cations in solution, now that the actual process is rarely carried out in full. This book will be a valuable aid to students in identifying trends and patterns in their inorganic chemistry and is well worth purchasing.

with different types of calculation (volumetric, electrolysis, etc). A brief but clear explanation is given to each topic, followed by worked examples and an enormous number of questions—as many as 85, many

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Certificate Model Answers, By Sheila Goater.

Macmillan 90p, 0 333 27350 8.

Many teachers feel the need to supplement their textbooks with specially selected questions, usually in standard texts (i.e. calculations, multiple choice questions, how to answer questions, etc). These books attempt to cater for this market.

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Chris and Pat Mason on O level textbooks

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Chemistry for Today and Tomorrow. By M. A. Atherton and J. R. Lawrence. John Murray £2.50; teacher's book £2.60.

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These books cover a wide range of styles and functions. At one extreme, a comprehensive course, integrating practical and theory, and including teacher's books and practical books, is offered. At the other is a concise set of notes geared closely to the demands of traditional syllabus public examinations. The books accomplish what they set out to achieve to a greater or lesser extent, and it remains for the teacher to choose which will suit his needs and teaching style.

Keys to Chemistry is a comprehensive chemistry course. Book 1 introduced the subject for the 12 to 14 age group. Book 2 takes the subject to CSE level, and Book 2 Alpha to O level. The scope and content are strongly influenced by the Nuffield approach and would be applicable to modern syllabuses. The emphasis is on the relevance of chemistry, its social aspects and on integration of investigational exercises and experiments (which are contained in a separate booklet).

The books are generously illustrated with photographs and diagrams, fluently written, stimulating to read and attractively produced, although some of the language is a little difficult for CSE students, and the layout of the page is rather complex. The material is well structured and each section concludes with a summary and thought-provoking questions.

The teacher's books are identical to those of the students except that suggestions on teaching, data, answers to questions, cross references are given in the margins. The practical book gives 60 experiments, each on a separate side (class A4). Practical details and requirements are stated clearly, following the Nuffield approach.

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## Bio-tests

Peter Baron

Collins Concise Certificate Biology. Collins £12.50 00 327744 5.

Collins Graded Examples in Certificate Biology. By K. Toshack. Collins £12.50 00 327743 7.

Biology: A Concise Guide for First Examinations. By R. L. Thomas. Hodder £1.65 08 022875 8.

Resource Book of Test Items in Biology. By E. Perrott, D. Hughes, and I. D. Campbell. Hodder £3.95 07 195380 4.

Biology: Principles and Experiments. By M. J. Soltay. Hodder £2.95 08 58233104 8.

The luminance of summer examinations signifies for many the perennial problems of revision; how to read the line between stress and boredom, yet be both relevant and constructive. So those who are soon to take biology at CSE or O level might wish to consider the possibilities offered by some books recently published.

Collins Concise Certificate Biology is a highly condensed and well-organized form, essential material required by most examinations. Information is arranged along mainly physiological lines so as to summarize topics in a way which is both concise and comprehensive. It is a good reference, but there are also some errors on classification, microorganisms and the environment.

Biology: Principles and Experiments by Mary Soltay is a full text for which the publishers claim "a complete coverage of biology up to the level of a certificate". It is certainly not a book which would be required to answer a few GCE questions (from two boards) which I pulled out of the hat.

Its contents are grouped according to functional themes like support and movement, growth and reproduction, genetics and evolution, health and hygiene and the ecosystem. In addition, the author has adopted some new lines of approach with the intention of encouraging understanding rather than pure memorization. There are directions for a variety of experiments and posed questions are answered. There are, of course, diagrams and photographs (many borrowed from other publications), but the text lacks detail in some areas and omits others. Like the nature of soil. No doubt, when used with supplementary books, or backed by thorough teaching to a specific syllabus, it will be useful.

The first part of the book deals with a fairly high level, the second part, beautifully illustrated in colour, covers industrial and social aspects of chemistry. Pupils who understand and are interested in chemistry will enjoy reading this book, but it does not offer the simple explanations one would demand from a conventional textbook.

The other pupils' book, *Chemists in the World*, is a well-presented book covering some interesting aspects of chemical history and industrial applications. The pupils' option booklets in Stage III have their original titles but have been made less academic and more interesting. The teachers' guide consists of commentaries on the option booklets with references, apparatus lists and extensions.

Experienced chemistry teachers who still rely on their old Nuffield books will probably have revised their own course over the years and it would be an unnecessary expense to buy the new version which offers them little that is new; but for new chemistry teachers the new books are a very useful investment. *Chemists in the World* and the handbook for pupils are recommended for chemistry libraries. It would be hard to justify purchasing a handbook for each pupil considering the enormous expense of this scheme.

Lesley Watkins

## Nuffield revisited

Revised Nuffield Chemistry. Edited by Richard Ingle. Hodder & Stoughton. Book 1, £5.50. Teachers' Guide I, £17.50. Teachers' Guide II, £10.00. Handbook for pupils, £4.25.

Chemists in the World, £2.25. Experimental sheets II, £1.95. Study sheets, £1.00. Option booklets, £8.50. All published by Longman.

It is now over 10 years since Nuffield produced its original scheme which so profoundly altered the teaching of chemistry. The revised Nuffield Chemistry will not only be a welcome and professional response to comments from teachers, the revised scheme gives more information on how to teach chemistry; it has improved its experiments and produced two new books for pupils.

The scheme still follows the original division into three stages which all now have individual teachers' guides. Stages I and II are also new pupils' study sheets, and there is a new handbook for pupils and a background book, *Chemists in the World*. Nuffield produces overheads, a film, slides, film loops and slides. The collected experiments have not been revised.

Stages I and II cover the same content as the original scheme, but in a new format. The teachers' guides are revised, and the pupils' study sheets are new. The handbook for pupils is new, and the background book, *Chemists in the World*, is new. Nuffield produces overheads, a film, slides, film loops and slides. The collected experiments have not been revised.

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10



Forms of application and birth particulars are obtainable, on receipt of a postcard stamped and addressed above, from the Clerk of the Council at the Town Hall, Bath. Completed forms should be returned not later than 28th April, 1910.

**SUFFOLK**  
**COUNTY COUNCIL**  
BENJAMIN BRITTON, HIGH

**SCIENCE DEPARTMENT HIGH SCHOOL**  
Lawson  
(113-18: 712 points)  
Headmistress:  
Miss O. R. Smith  
Required for September  
1919, 1 TEACHER of Science  
Grade 1 to join young and well  
qualified Science Department  
in the new 15-18 comprehensive  
school.  
The Science Department con-  
sists of a suite of well equip-  
ped purpose built laboratories.  
The staff

Further details and application forms (stamped admission envelopes) from the following schools, located in the Washington, D.C. area, will be required to determine if a student from 9th year through to 12th year, where the National Academies Council is offered with some teaching of Chemistry at 9th year level.

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**WORK/WOODWORK.**  
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**DEPARTMENT**

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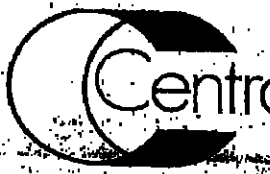
## Tayside Regional Council

### EDUCATION DEPARTMENT POSTS OF RESPONSIBILITY

- PRIMARY**  
(A) PADANARAM PRIMARY SCHOOL, by FORFAR  
HEAD TEACHER (R.A. £783) Roll: 15
- SECONDARY**  
(A) FORFAR ACADEMY  
ASSISTANT PRINCIPAL TEACHER OF HOME ECONOMICS (R.A. £819)
- (D) GROVE ACADEMY, DUNDEE  
PRINCIPAL TEACHER OF HOME ECONOMICS (R.A. £1,722)
- (P) CRIEFF HIGH SCHOOL  
PRINCIPAL TEACHER OF ART (R.A. £988)

### TEACHER POSTS

- (P) CRIEFF HIGH SCHOOL  
MUSIC
- (P) PERTH GRAMMAR SCHOOL  
MUSIC
- (P) PERTH HIGH SCHOOL  
PHYSICS
- SPECIAL EDUCATION**  
(D) CHILD GUIDANCE SERVICE, DUNDEE  
SENIOR EDUCATIONAL PSYCHOLOGIST
- Applications are invited from Honorary Psychology or M.Ed. Graduates for the post of Senior Educational Psychologist in the Dundee Division. Applicants must have experience in Child Guidance work. Additional post graduate qualification in Educational Psychology will be an advantage. Applications should be sent to the Director of Education, Dundee, for consideration.
- Application forms and full details are obtainable, according to post annotations, from:-
- (A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.
- (D) Divisional Education Officer, Floor 7, Tayside House, 28 Orkney Street, Dundee DD1 9RL.
- (P) Divisional Education Officer, 8 York Place, Perth PH2 8EW.
- The closing date for the receipt of applications is Monday, 14th April, 1980.



## Central Regional Council

### Senior Lecturer II

Hotel, Catering and Institutional Operations

Falkirk College of Technology

Applicants for the above post should possess a Degree, Diploma or appropriate professional qualification covering Hotel, Catering and Institutional Operations, relevant experience of the industry and appropriate teaching experience. The successful applicant will be required to teach subjects appropriate to his/her qualifications and experience, to students following OND in Hotel Catering and Institutional Operations, C & G I General Catering and Basic Cookery courses, and will be responsible for organising and developing the work undertaken in this field.

Salary Scale: Senior Lecturer II, £8,676-£7,821 per annum (under review).

Posting: Will be given for appropriate industrial and full-time teaching experience. Further details and forms of application are available from the Director of Education, Room 211, Central Regional Council, Viewforth, Stirling.

Completed application forms should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk, FK2 2ET, within 15 days of the appearance of this advertisement.

### Principal Teacher of Guidance (2 posts)

Applications are invited from suitably qualified persons for the post of Adult Education Tutor in each of the following areas in Central Region:

1. Allea (Allea Park Estate)
2. Stirling (Riploch)
3. Falkirk (Langlands)

Further details are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 7th April, 1980.

### Principal Teacher of Home Economics

High School of Stirling

Telephone Stirling 2491.

Responsibility Payment: £1,094.

Further details are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 7th April, 1980.

### Teacher of Geography

Grangemouth High School

Telephone Grangemouth 5031

### Teacher of Chemistry

St. Mungo's High School, Falkirk

Telephone Falkirk 28416

Further details are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned as soon as possible.

### Adult Education Tutors

(6 posts)

Applications are invited from suitably qualified persons for the post of Adult Education Tutor in each of the following areas in Central Region:

## SCOTTISH APPOINTMENTS

Applicants for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

### Independent Schools

#### Music

#### Heads of Department

**PERTHSHIRE**  
DIRECTOR OF MUSIC  
Applications are invited for the post of Director of Music in the Dundee Division. The successful candidate will be responsible for the development of music in the Dundee Division. The post is a full-time position. The successful candidate will be required to have a degree in Music and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Religious Education

**EDINBURGH**  
LORRY SCHOOL  
The non-Denominational Day Boarding School, Lorry School, Edinburgh, is seeking a Headmaster. The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Sixth Form and Tertiary Colleges

**EDINBURGH**  
LORRY SCHOOL  
The non-Denominational Day Boarding School, Lorry School, Edinburgh, is seeking a Headmaster. The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Deputy Headships

**BARNESLEY**  
METROPOLITAN BOROUGH  
BARNESLEY SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Other Posts on Scale 2 and above

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Special Education

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Headships

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Other Posts on Scale 2 and above

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Scale 1 Posts

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

#### Scale 1 Posts

**ESSEX**  
SOUTH EAST ESSEX SIXTH FORM  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

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SOUTH EAST ESSEX SIXTH FORM  
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**RICHMOND UPON THAMES**  
EDUCATION COMMITTEE  
RICHMOND UPON THAMES COLLEGE  
The above post is in the Continuing Education Department of the College. The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

**DUNDEE**  
HIGH SCHOOL OF DUNDEE  
HEAD OF FRENCH  
(Re-advertisement)  
Applications are invited for the above post which will be a full-time position. The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

**EDINBURGH**  
MERCHANT COMPANY SCHOOLS  
DANIEL STANLEY AND DANIEL STANLEY SCHOOLS  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

**SANDWELL**  
METROPOLITAN BOROUGH OF SANDWELL  
WEST PARK COLLEGE  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

**SHROPSHIRE**  
EDUCATION COMMITTEE  
SHROPSHIRE SIXTH FORM  
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**LIVERPOOL**  
ASSISTANT HEAD (S) WOODHOUSE CHURCH  
MARGARET BRAYAN SCHOOL  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

**NORTH YORKSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SHEPPARD HALL SCHOOL  
The successful candidate will be required to have a degree in Education and a minimum of five years' experience in the post. The successful candidate will be required to have a minimum of five years' experience in the post.

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"We're in luck. I've spoken to the College Principal and he will take both airmen on the advanced electronics course"

People wanting to improve their promotion prospects. People who want to become better at their job. People who want to learn for the sake of self-improvement. It's something that presents quite a challenge for an Education and Training Officer in the Royal Air Force.

In short, we're looking for Officers who could completely organise and manage what is basically a large Adult Education Centre. You'd arrange courses at levels which vary from University degrees to the RAF Education Test.

You'd engage part-time teachers from outside the RAF. You'd act as a consultant on specialist educational aids. You'd run the Station library. You'd advise on children's education at local schools. You'd help prepare RAF personnel for their return into civilian life at the end of their service.

In fact, almost every aspect of education would be your responsibility. If you feel you could handle a challenge like this, we'd like to hear from you.

"I've looked at your new induction course for the Operations Centre staff. Could we go through it before lunch?"

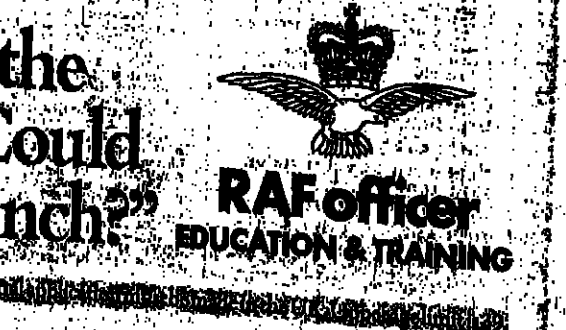
Please enclose a separate note listing your present and intended qualifications and experience.

Particularly if you have a Degree and especially if you have the decision-making and leadership qualities required of an Officer in the Royal Air Force. Gratuity-earning Short Service Commissions of 3, 4, 5 and 6 years are available as well as the 16 year Pensionable Commission.

"Can I see you later? Firstly, I have to discuss the educational aids our new part-time maths teacher will need."

And your starting salary would be between £4,154 and £7,433 p.a. depending on your qualifications and experience. So for all the details, an application form and our booklet describing life as an RAF Officer, please write to:

Squadron Leader P. J. G. Jones MSc, RAF Officer Careers (C) 1077, London Road, Stanmore, Middlesex HA7 4PZ. Or, of course, you could call at your nearest RAF Careers Information Office. The address is in the phone book.



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Leicestershire SOCIAL SERVICES RESIDENTIAL SOCIAL WORKERS

Doncaster Metropolitan Institute of Higher Education

STRANMILLIS COLLEGE

Devon Principal

Essex Deputy Principal



# ilea

## Youth Workers

JNC salaries and conditions. Qualified salary scales including London allowances: Scale 2: £4,650-£5,730. Scale 3H: £8,100-£8,720. Appointment will be to the service of the Authority; with secondment to the Club for post 1. Assistance may be given towards household removal expenses. Details and forms returnable by 11 April, 1980, from the Education Officer (CEC.5), The County Hall, SE1 7PB (stamped addressed foolscap envelope).

### 1. The Islington Boat Club

City Road Basin, LBI Depot, Wharf Road, London N1 7SA. Salary scale 3H.

Qualified Senior Youth Worker required to be responsible for running of the Club. He/she must have experience of sailing and canoeing and be able to maintain and develop a programme of activities and support a team of one full-time worker and part-time paid and voluntary workers.

### 2. Kilburn Grange Youth Activities Centre

Unstead Street, NW6. Senior Youth Worker Salary scale 3H, Second Worker Salary scale 2.

Experienced Youth Workers required as Senior and Assistant Youth Workers. This Youth Activities Centre is an innovation which has been devised to make full use of the premises and resources by local youth groups and the workers will have the full support of the House Committee and Youth Officers. The Senior Workers will have wide experience of youth work and/or proven administrative ability. Assistant Youth Worker will be a qualified youth worker (Inclusive teachers) prepared to work in a structured situation.

## YOUTH AND COMMUNITY SERVICE

LONDON, E.C.4

DIAGNOSIS WOMAN WORKER The Don and Sister of St Paul's Church of England, London, E.C.4, is seeking a woman worker with professional and educational qualifications and experience in both pastoral and educational work.

## NATIONAL YOUTH BUREAU

YOUTH WORK UNIT

The Youth Work Unit offers information, training and support services to those involved in education-based youth work in England and Wales.

A Youth Work Adviser (Training) is needed to multi-media and advisory role for youth workers in training and to assist in the development of training materials and part-time paid and voluntary workers.

A Field Officer (Information) is needed to develop the information networks of the Unit, including youth workers in discussion leading to the provision of resources, materials and their subsequent study and use.

The salaries available for these posts are: Youth Work Adviser (Training) £10,200-£11,700 under review.

Field Officer (Information) £7,500-£8,547 under review. Further details and application forms (returnable by post) may be obtained from: The Director National Youth Bureau, 100, Tottenham Court Road, London W1P 0LP. Tel: 01-4775 6575.

## NORTHAMPTONSHIRE

YOUTH AND COMMUNITY SERVICE. The Northamptonshire Youth and Community Service is seeking a Youth Worker to work in the town of Kettering. The successful candidate will be responsible for the provision of youth work to young people in the town. The salary is £7,500-£8,547 per annum.

## PETERBOROUGH (City of)

DEPARTMENT OF EDUCATION AND RECREATION

Two COMMUNITY YOUTH WORKERS (YCWs) are required for the Peterborough Youth and Community Service. The successful candidates will be responsible for the provision of youth work to young people in the town. The salary is £7,500-£8,547 per annum.

## REDBRIDGE

REDBRIDGE YOUTH AND COMMUNITY SERVICE

Redbridge Youth and Community Service is seeking a Youth Worker to work in the town of Redbridge. The successful candidate will be responsible for the provision of youth work to young people in the town. The salary is £7,500-£8,547 per annum.

## TRAFFORD

TRAFFORD YOUTH AND COMMUNITY SERVICE

Trafford Youth and Community Service is seeking a Youth Worker to work in the town of Trafford. The successful candidate will be responsible for the provision of youth work to young people in the town. The salary is £7,500-£8,547 per annum.

## WESTMINSTER

WESTMINSTER YOUTH AND COMMUNITY SERVICE

Westminster Youth and Community Service is seeking a Youth Worker to work in the town of Westminster. The successful candidate will be responsible for the provision of youth work to young people in the town. The salary is £7,500-£8,547 per annum.

## OVERSEAS APPOINTMENTS

OVERSEAS APPOINTMENTS

Overseas Appointments are available for Youth Workers in various countries. The successful candidate will be responsible for the provision of youth work to young people in the overseas country. The salary is £7,500-£8,547 per annum.

## YOUTH AND COMMUNITY WORKER

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Youth and Community Worker is required to be based at the Robert Bead Youth House, Hornchurch, Essex, forming part of a team. We are seeking someone with proven skills in working with young people and a belief in the power of youth work. The salary is £7,500-£8,547 per annum.

## KENYA

KENYA IMMEDIATE APPOINTMENT

A teacher-in-charge is required for end April 1980. The successful candidate will be responsible for the provision of education to young people in Kenya. The salary is £7,500-£8,547 per annum.

## KUWAIT

KUWAIT THE ENGLISH SCHOOL

The English School in Kuwait is seeking a Headteacher. The successful candidate will be responsible for the provision of education to young people in Kuwait. The salary is £7,500-£8,547 per annum.

## ISLE OF WIGHT

ISLE OF WIGHT COUNTY COUNCIL

Isle of Wight County Council is seeking a Recreation Manager. The successful candidate will be responsible for the provision of recreation facilities for young people in the Isle of Wight. The salary is £7,500-£8,547 per annum.

## FINLAND

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Finland is seeking a Headteacher. The successful candidate will be responsible for the provision of education to young people in Finland. The salary is £7,500-£8,547 per annum.

## TANZANIA

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## THE TIMES EDUCATIONAL SUPPLEMENT

THE TIMES EDUCATIONAL SUPPLEMENT 28.3.80

## OVERSEAS APPOINTMENT

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Overseas Appointment is available for a Head of Mathematics/Physics for a Technical Training Institute in Oman. The successful candidate will be responsible for the provision of education to young people in Oman. The salary is £7,500-£8,547 per annum.

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## KENYA

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Kenya is seeking a Senior Lecturer in Accountancy. The successful candidate will be responsible for the provision of education to young people in Kenya. The salary is £7,500-£8,547 per annum.

## TETOC

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## English Teachers

British Aerospace requires qualified Teachers to increase its English teaching staffs at the King Faisal Air Academy at Riyadh and the Technical Studies Institute at Dhahran, where they will be engaged in teaching English to young Saudi nationals selected for training as pilots or aircraft technicians. You can earn a high salary with assured annual increases.

## ... working in Saudi Arabia with BRITISH AEROSPACE

This is an opportunity likely to appeal to male UK citizens with a qualification in languages or linguistics and a PGCE or a Teaching Certificate in English. A minimum of three years' experience in teaching English as a foreign language is essential. In addition to high tax-free salary, successful candidates will receive free accommodation, medical care and other benefits, including generous travel-paid home leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept, 134/TES

FREEPOST, British Aerospace Aircraft Group, Warton Division

Warton Aerodrome, Preston, Lancs. PR4 1LA.

## BRITISH AEROSPACE

Unequalled in its range of job opportunities

## Primary School Teachers

Primary School Teachers

WS Atkins are involved in long term engineering consultancy work for the Algerian Steel Authority. The Company is seeking primary school teachers to work in Algeria. The successful candidate will be responsible for the provision of education to young people in Algeria. The salary is £7,500-£8,547 per annum.

## Head Teacher

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